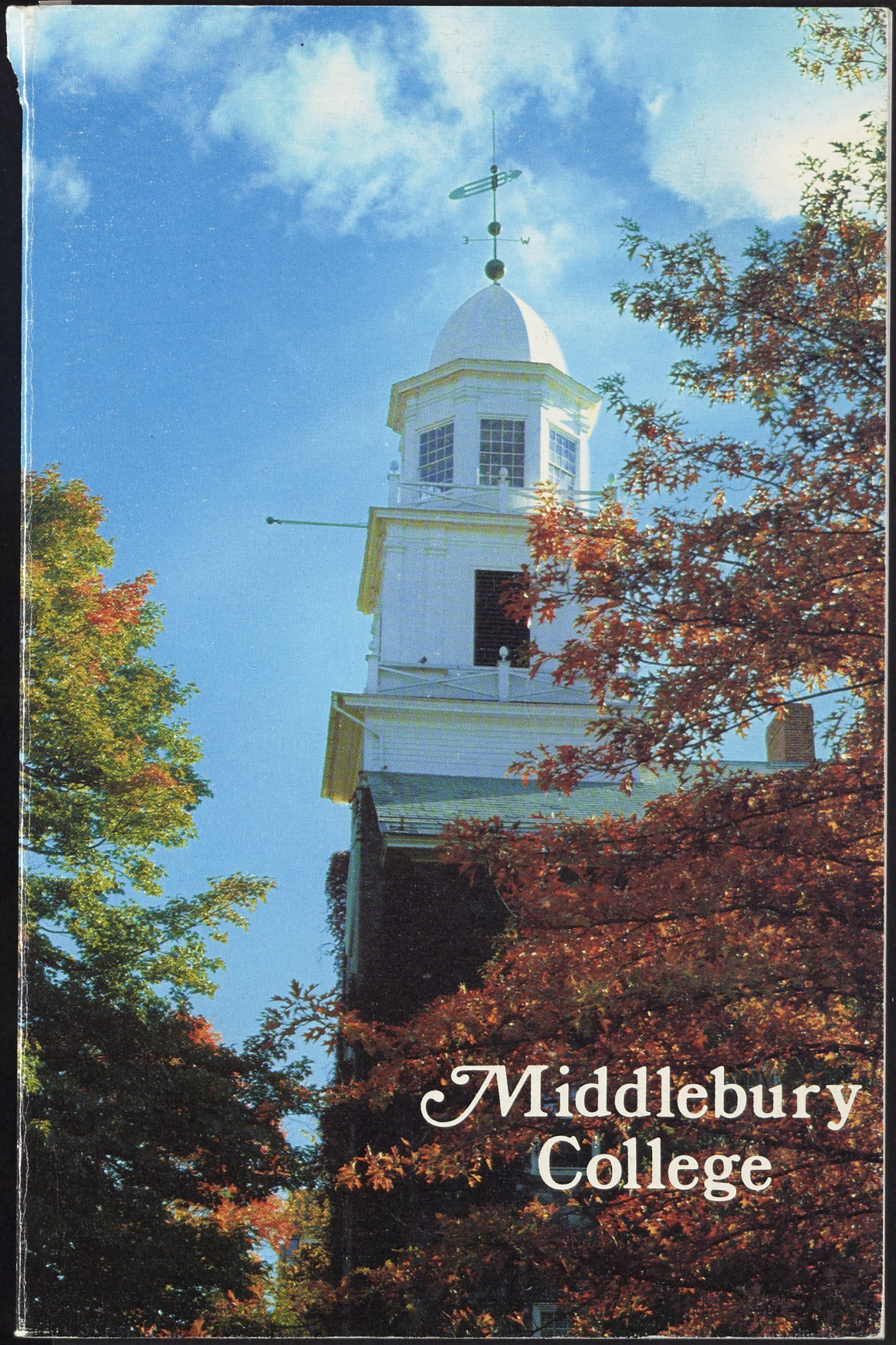
Middlebury
College

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright . . .

Robert Frost, *The Gift Outright*

From "The Gift Outright" from *The Poetry of Robert Frost* edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright ©1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

Middlebury College complies with the 1964 Civil Rights Act. Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, ethnic origin or handicap in any of its programs or activities. The Dean of the College, Old Chapel, Middlebury College, Middlebury, VT 05753 is responsible for coordinating the College's efforts to comply with Sec. 504, Rehabilitation Act of 1973.

Note: *The last page of this catalogue contains a listing of administrative offices and telephone numbers.*

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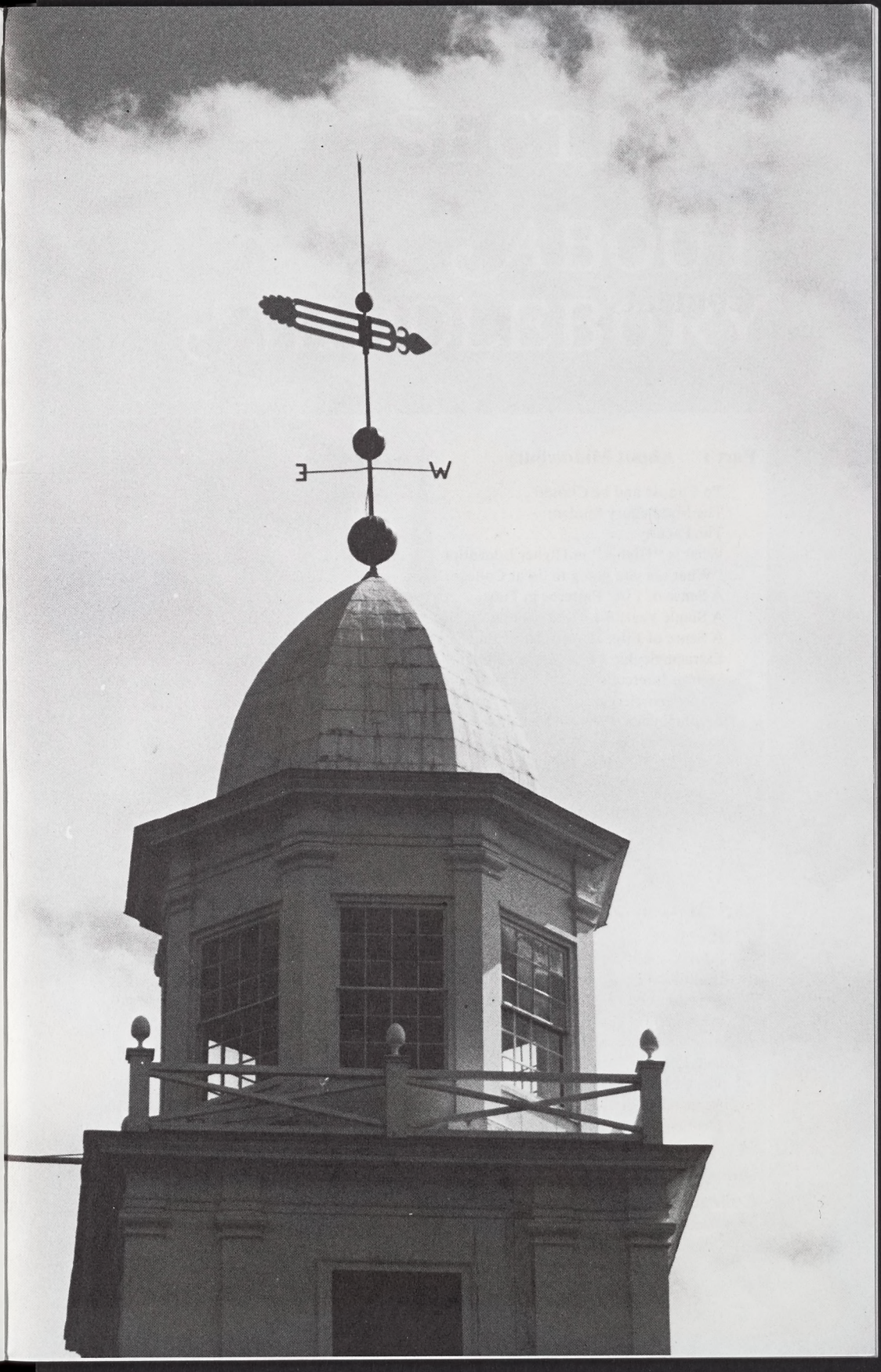
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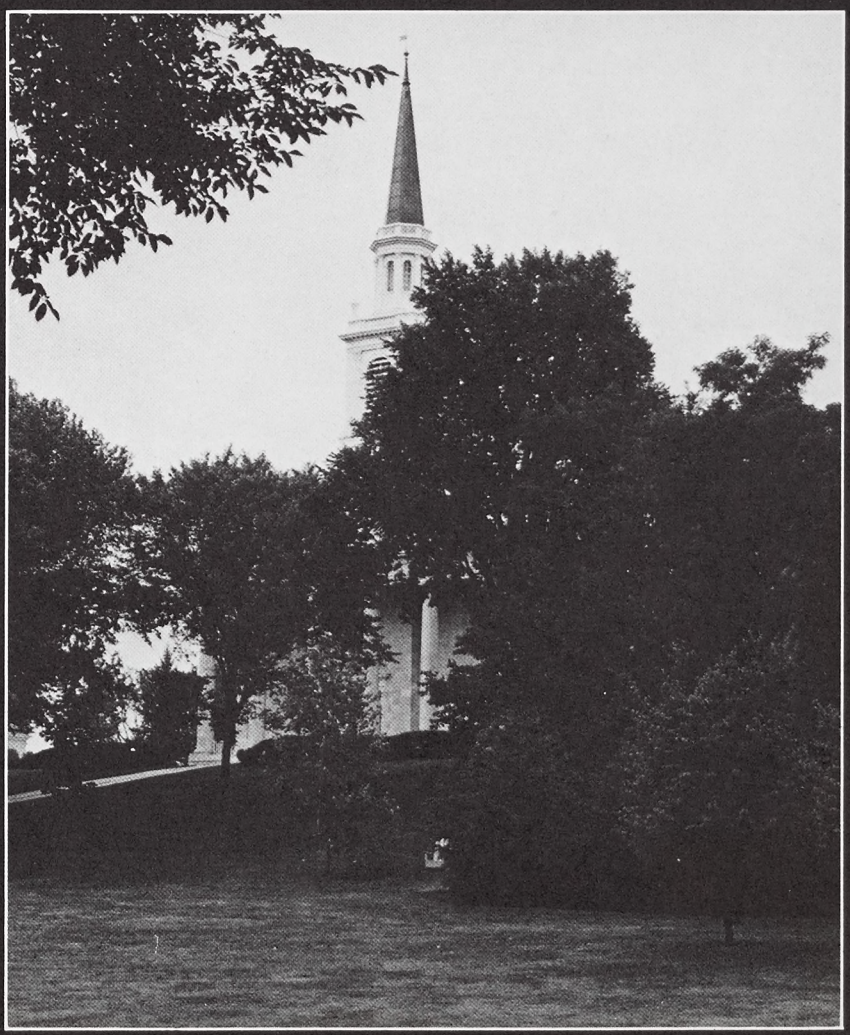
SECTION I

ABOUT MIDDLEBURY



MUNROE HALL

To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves . . .

It is the primary purpose of this book to give you an idea of the educational experience Middlebury College offers young men and women. However, nothing Middlebury College makes available to its students — a distinguished faculty, facilities for research, challenging programs, residential living — will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Accordingly, the College seeks students willing to yield the full measure of their capacity. In academic study or athletics, in the arts, in the pursuit of leadership and social service, Middlebury wants those who will give freely of themselves. What the College can give you in return is described in the pages that follow.

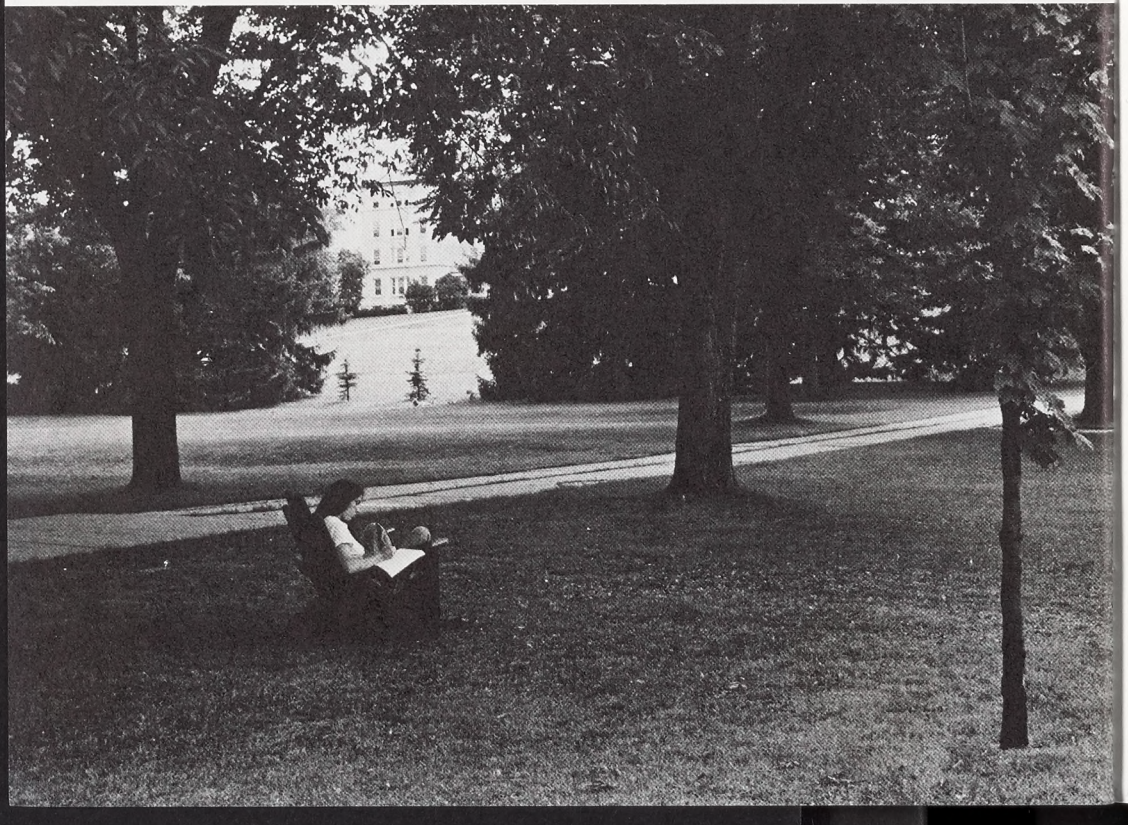
Middlebury is well-known as one of New England's outstanding small, residential, liberal arts colleges of long tradition. Founded in 1800, it is among the oldest of these colleges; and having admitted women in 1883, it is among the very first to have become co-educational. As a liberal arts college, it offers its students a very broad curriculum embracing the humanities, foreign languages, the social sciences and natural sciences. The breadth and humanistic bent of a liberal arts curriculum distinguish it from what one finds in a pre-professional school. It is certainly a privilege to be able to spend four years in a liberal arts college, but Middlebury also believes that it is essential to the vitality of American democracy and world community for young men and women to have this opportunity.

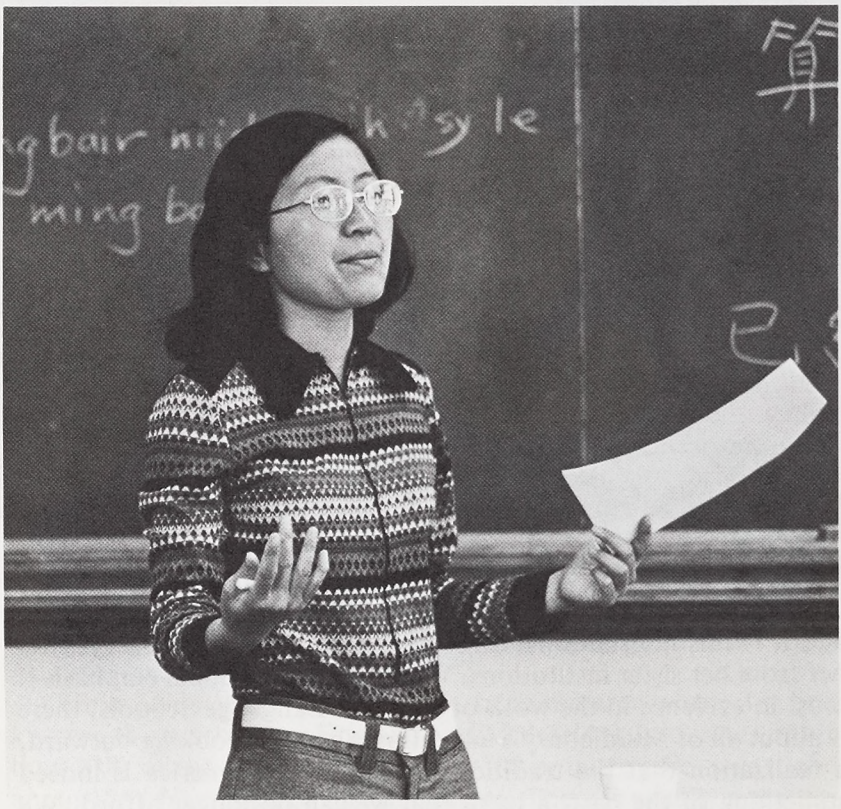
Since Middlebury is a residential college, the great majority of the 1900 students live and dine on campus. The idea of residence in college facilities originally grew out of an interest in inexpensive housing and a concern for moral discipline. As it has evolved in colleges like Middlebury, residential living offers a considerable sociological education in the variegated ways of humankind; and the self-contained community of a residential college gives to the college social experience a certain intensity and depth that cannot be found in the commuter college.

A majority of our entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities.

Although Middlebury is highly selective, it is in keen competition with other institutions for students of exceptional ability and promise. What brings such an undergraduate to Middlebury in particular? Students often cite as prime factors in their choice: co-education, size, academic program, and very frequently, the natural environment. The College is situated on a hill in the Champlain Valley at the base of the Green Mountains with the Adirondack Mountains in full view to the west. Those who rejoice in urban pleasures may not at first be enchanted with the farm lands, great natural forests, lakes and mountains that cover the landscape surrounding the campus, but they can, if adventurous, explore the resources of the nearest great city, Montreal, which is only two and one half hours away by car.

It may appear at first glance that Middlebury's academic program is hardly distinguishable from that of other excellent liberal arts colleges. However, this appearance is deceptive, for there is much that sets Middlebury apart. Every summer, for example, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1300 participants, among whom are a number of Middlebury undergraduates. Arabic, Chinese and Russian as well as French





and Spanish are some of the languages pursued. High in the Green Mountains lies Middlebury's Bread Loaf campus where for six weeks each summer the Bread Loaf School of English is at work followed by the Bread Loaf Writers' Conference, which brings together two hundred authors and aspiring authors for two weeks of intensive give and take on the art of writing. There is also an overseas dimension to Middlebury College. In five major European cities — Florence, Madrid, Mainz, Moscow and Paris — the Middlebury Language Schools have the headquarters of their Schools Abroad. At any particular time there are approximately two hundred students, both undergraduate and graduate seeking to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is also in session each summer at Lincoln College, Oxford University, and it is attended by both undergraduate and graduate students.

Middlebury is thus in reality a small international university, and it is this international dimension that especially distinguishes her from her sister institutions. While the international emphasis is most in evidence in the work of the eight Language Schools, there is about all of Middlebury's education a sense of looking outward, a realization that the traditional insularity of America is indeed something of the past, a habit that we can no longer afford. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but those who wish to expand their vision, to see beyond the bounds of class, culture, region or nation. Indeed it could be said that the central purpose of a Middlebury education is precisely this transcendence of oneself and one's own concerns, and while for some this transcendence may come through the study of other people and other tongues, for others it will come through the hard study that brings an understanding of physics or philosophy, mathematics or music.

The rest of this publication will describe the people, programs and facilities that compose Middlebury College. It was not the natural and easy course to found a college in a Vermont village in 1800; it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to education creates a particular spirit of independence and pride which stamps Middlebury, for all it shares with others, as unique.

The Middlebury Student

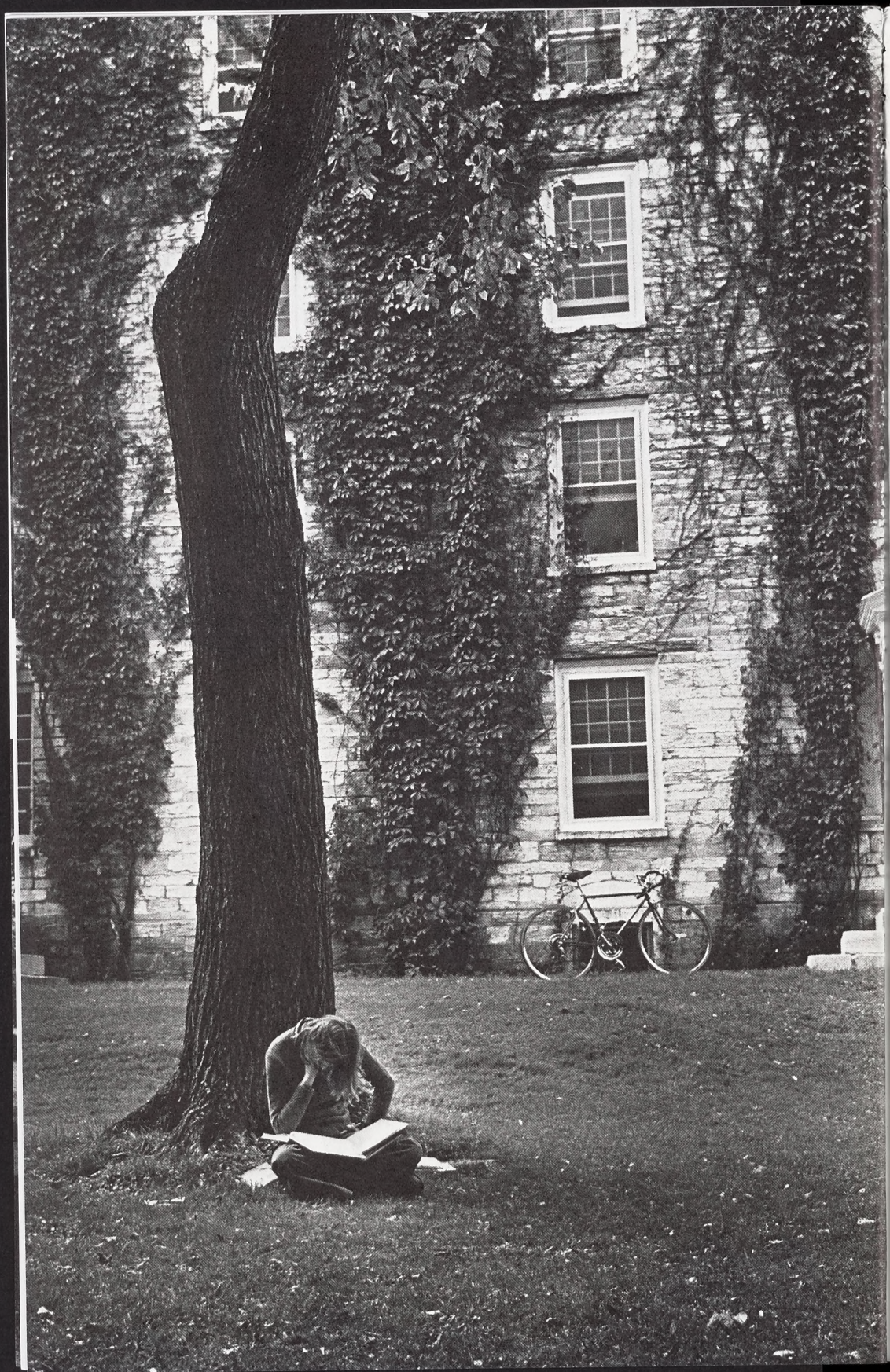
Middlebury has been highly selective in its choice of applicants, and this is clearly reflected in the academic records of the entering classes. The average SAT score for a normal class is about 600. A high percentage of the matriculating students rank in the top 10% of their secondary class. As important as these factors are in determining a student body of the highest quality, the College seeks more than test scores or grade averages. Middlebury is looking for unique students who will be able to contribute something of their own to the diverse College community, as well as respond to the contribution of others. Students with relatively poor scores or undistinguished high school standing gain admission on the basis of a demonstrated drive to excel. An exceptionally talented student leader, a dedicated painter or performer, a young person who has shown a will to learn despite inferior schooling, or a superior athlete may be chosen because the College believes that he or she can add a special direction to the community while broadening personal strengths.

While Middlebury draws heavily from the area where it is best known, the nearby New England and Middle Atlantic states, more than 27% of the students come from 500 or more miles away, and about 12% from west of the Mississippi. There is usually a scattering of foreign students; recent graduates have come from Ethiopia, Greece, Gambia, Japan, Norway, Nigeria and Nepal.

Middlebury's admissions policy is racially and religiously nondiscriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50:50 ratio of men and women students. Like many other colleges, Middlebury has been making special efforts in recent years to recruit minority group students. No student is denied admission because of financial need and this year the Financial Aid Office succeeded in meeting the demonstrated financial need of all entering freshmen.

Students who matriculate at Middlebury have high academic aspirations.

Any personality sketch of Middlebury students must be overbroad and highly subjective. Obviously they are bright, usually highly verbal and almost everyone seems to be "into something" — from rappelling to madrigals. Fortunately with such a range of enthusiasms, students display extraordinary tolerance. There



seems to be very little pressure at Middlebury to conform to any present image. Fraternity men, ballet dancers, rock faddists, violinists, electronics experts, and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

Approximately 85% of the Middlebury faculty who teach in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Harvard is most strongly represented on the faculty, followed by Yale, Princeton, Columbia and the University of Chicago. Faculty choose Middlebury because of the teaching opportunities it affords. Simply put, excellent faculty like to have excellent students. Here is how one faculty member characterizes teaching at Middlebury:

> Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self-fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructor's interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.
>
> At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective, and re-evaluating old views. Because of close and frequent contacts with students as individuals, teachers have the opportunity to watch them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the life of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover in the students. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind.

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they are treated as full colleagues in their department and can have an immediate impact on program and patterns of teaching. It is a young faculty — the average age is 39. There are 145 regular or full-time-equivalent faculty appointments for a student-faculty ratio of approximately 13:1.

Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision which makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline — but research at Middlebury always leads back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications.

SOME RECENT FACULTY PUBLICATIONS

Lynne Baker, "Why Computers Can't Act," *American Philosophical Review.*

Brewster Baldwin, "Tectonic Implications of the Crown Point Section, New York (abs.)," *American Association of Petroleum Geologists Bulletin.*

Horace Beck, *Folklore and the Sea,* Wesleyan University Press.

John Berninghausen et al., *Revolutionary Literature in China: An Anthology,* M.E. Sharpe, Inc.

John Bertolini, "Shaw's Ironic View of Caesar," in *Twentieth Century Literature.*

David Bumbeck, Recent one-man shows of prints: Everson Museum, Syracuse; Hofstra University; Pensacola College. Invited to the Twenty-first National Exhibit of Prints at the Brooklyn Museum.

William Catton (in collaboration with Bruce Catton), *The Bold and Magnificent Dream: America's Founding Years 1492-1815,* Doubleday.

L. Tarin Chaplin, *The Intimate Act of Choreography,* University of Pittsburgh Press.

Gregory Chiang Kuei-ke et al., *Language Reform in China,* M.E. Sharpe, Inc.

Michael P. Claudon, *International Trade: Theory and Policy,* Academic Press.

Nicholas R. Clifford, *Shanghai 1925: Urban Nationalism and the Defense of Foreign Privilege,* The Center for Chinese Studies, University of Michigan.

Paul M. Cubeta, *Twentieth Century Interpretations of Richard II,* Prentice Hall.

Richard Davis, "Historiography as Politics in Yang Wei-chen's 'Polemic on Legitimate Succession,'" in *T'oung Pao* (forthcoming).

Stephen Donadio, *Nietzsche, Henry James and the Artistic Will,* Oxford University Press.

Murray P. Dry, "Congress," in G. and S. Graham, ed., *Founding Principles of American Government: Two Hundred Years of Democracy on Trial,* Indiana University Press.

Robert Ferm, *Jonathan Edwards the Younger, 1745-1801: A Colonial Pastor,* William P. Eerdmans.

David George, "The Reinterpretation of a Brazilian Play: O Rei da Vela," *Literature and Ideologies.*

Robert Hill, "A Counter-clockwise Turn in James's 'The Turn of the Screw,'" in *Twentieth Century Literature.*

John Hunisak, *The Sculptor Jules Dalou: Studies in His Style and Imagery,* Garland Press.

Travis Jacobs, *America and the Winter War,* Garland Press.

Edward Knox, *Patterns of Person,* French Forum (forthcoming).

Marjorie Lamberti, *Jewish Activism in Imperial Germany,* Yale University Press.

C. Randall Landgren, "Preparation of Protoplasts of Plant Cells," *Methods in Cell Biology.*

Russell J. Leng, "Dangerous Disputes: A Study of Conflict Behavior and War" (with C.S. Gochman), *American Journal of Political Science.*

John McCardell, *The Idea of a Southern Nation,* W. W. Norton.

James McGough, *Fei Hsiao-T'ung: The Dilemma of a Chinese Intellectual,* M.E. Sharpe, Inc.

John McWilliams, "Fictions of Merry Mount," in *Recycling the American Past,* University of Pennsylvania Press.

Elizabeth Napier, *Sounds (a Translation of Wassily Kandinsky's Klänge),* Yale University Press.

Victor L. Nuovo, Tillich's *The Construction of the History of Religion in Schelling's Positive Philosophy & Mysticism and Guilt Consciousness in Schelling's Philosophical Development,* Bucknell University Press.

Nancy O'Connor, "Translation as Recreation: An Experiment at Middlebury College," *The French Review.*

Michael Olinick, *An Introduction to Mathematical Models in the Social and Life Sciences,* Addison Wesley.

Robert Pack, *Waking to My Name,* Johns Hopkins University Press.

Bruce Peterson, (with Robert Jones) "Almost Congruent Triangles," *Mathematics Magazine.*

Robert Reiff, *Manet,* Rizzoli Press.

Carol Rifelj, "Circumscription: the Other in Proust's La Prisonnière," *Twentieth Century Literature.*

Steven Rockefeller, "John Dewey: the Evolution of a Faith," in *History, Religion and Spiritual Democracy,* ed. M. Wohlgelernter, Columbia University Press.

David Rosenberg et al., *Guided Press in Southeast Asia: National Development v.s. Freedom of Expression,* SUNY at Buffalo.

Paul Sommers, "Deterrence and Gun Control: an Empirical Analysis," *Atlantic Economic Journal.*

John Spencer, *A History of the Kenya African Union,* Stanford University Press (forthcoming).

Douglas Sprigg, "Shakespeare's Visual Stagecraft: The Seduction of Cressida," in *Shakespeare: The Theatrical Dimension.*

Pardon Tillinghast, *The Specious Past: Historians and Others,* Addison Wesley.

George Todd, *Variations for Computer Synthesizer.*

Van Horn Vail, Thomas Huber, Kimberly Sparks, *Modern German,* Harcourt Brace Jovanovich.

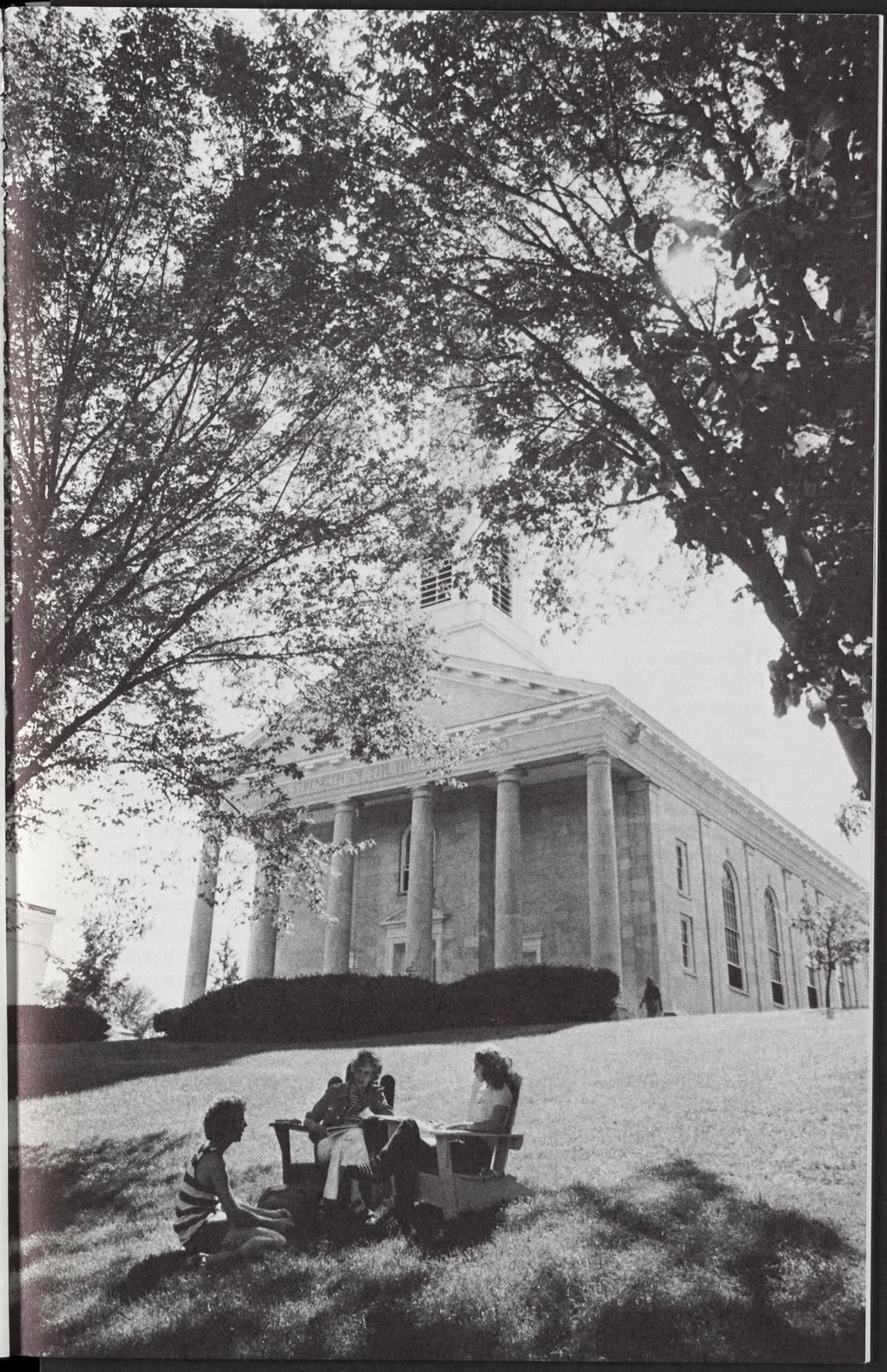
P. Frank Winkler, "Models for the X-Ray Emission from Supernova Remnants," *Astrophysical Journal.*

R. L. T. Wolfson, "Equilibrium and Stability of Coronal Magnetic Arches," in *Astrophysical Journal.*

What Is "Higher" in Higher Education?

A national educational journal recently recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, would be to start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

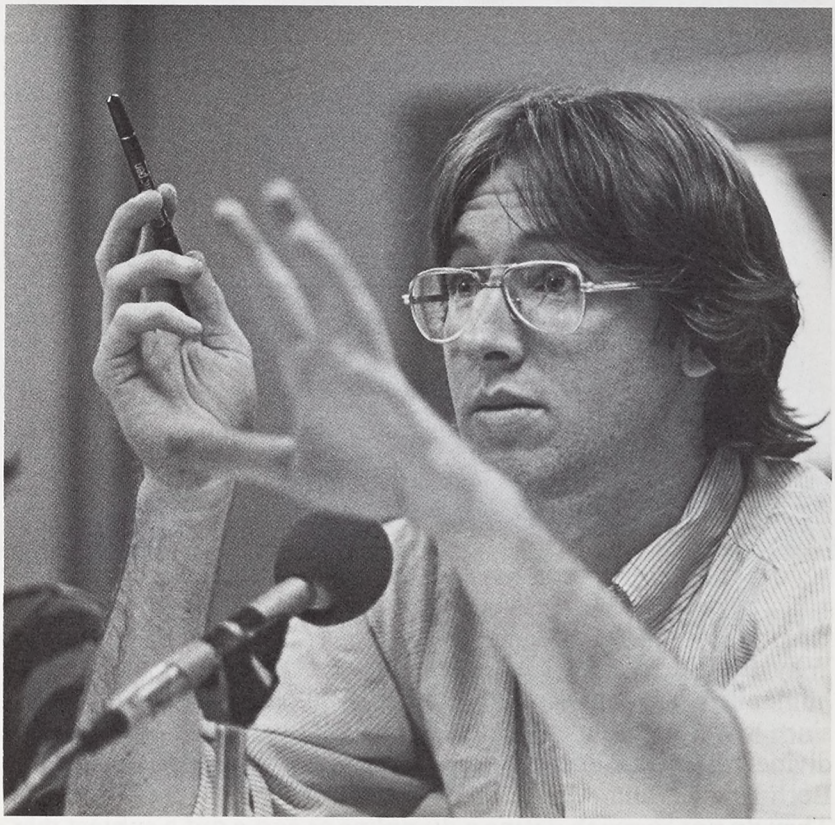


What is illustrated by this story is not mere cleverness, it is the considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the question and its context are comprehended.

"What are you going to do at College?"

The conventional answer is, "I plan to study/major in History, Physics, French, etc." It is, of course, a curious answer. College students *do* all sorts of things — a few even actively non-study. It would probably be more accurate for them to say "I spend endless hours reading/memorizing Russian verbs/solving equations." Perhaps it would better convey the emotional quality of life to say "I am fascinated by Jung's theory/I am bored witless/I love playing soccer." Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline is the primary requirement for graduation. So strong is the sense of identity with a departmental major that the student government was reorganized most successfully several years ago around a core constituency based on department majors rather than dormitories or class years.

About 40% of freshmen expect to change majors and indeed they actually do. This is an obvious good. There are many wholly new subject areas at the college level that no freshman is likely even to consider prior to coming to college. Philosophy, Economics, Sociology, Anthropology, and Psychology are normally begun at the college level. Many old scholastic friends like English, Mathematics, History, and Languages and Science may take on a range



of complexity, depth, and subtlety which transforms them into qualitatively different subjects. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice bulk so large in a student's self-identification as a college student, a brief presentation of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The departments are arranged here according to the four divisions of the College: Humanities, Social Science, Foreign Language, and Natural Science. There is a brief sketch of the program, personnel, and "personality" of the Department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non-departmental majors and of certain academic programs which do not offer majors.

THE ARTS AND HUMANITIES

Why do students major in English or the other literary areas of the humanities — American Literature, Philosophy or Religion — since relatively few take up careers as poets, philosophers, or divines? Two reasons should be singled out for special comment. Both English and American Literature are many-faceted studies. They do not so much define a discipline as carve out a subject matter which is approached from many directions — critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, Religion and Philosophy, a particularly intense interest in individual human experience. The Social Sciences, as their name implies, are more concerned with man in community and culture, with the generalizable and formulable regularities of man's activity. The Humanities may focus on how it feels for the single man to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God and man, the Humanities point uniquely to the most personal core of human experience.

The departments of Music and Theatre, Dance and Film complete the roster of the Humanities. In these areas, too, personal,

individual expression is central but they differ from the literary Humanities because of the emphasis on *making* in addition to verbal self-reflection and knowledge. Students in these areas — even those working in the more theoretical aspects of the subject — are expected to design, compose, create, or perform as well as know.

American Literature

This department is truly special. The very fact that there is a separate department of American Literature (instead of a sub-major within an English Department) is interesting, and the character and tradition of the department over a long historical period has given it a unique spirit. American Literature is first of all a notoriously "tough" major. The senior year comprehensives and seminar program are exceptionally challenging. The faculty are no less demanding on themselves and they display an unflagging enthusiasm for the subject matter which more than compensates for the rigorous professional discipline expected of students. No one completes the American Literature major without a high measure of self-esteem derived from real achievement. The philosophy of the department is to display American Literature in the broad interplay of general culture. The study, then, is not merely "high literary." It ranges from folklore through minor writers typical of a period to the major artists who transcend their times as much as they express them.

Art

Art thrives at Middlebury. The Department of Art, housed in the handsome Christian A. Johnson Memorial Building, includes a painter, a print maker, a sculptor, and four historians of art and architecture. The art collection has developed to include fine teaching examples of virtually every major movement in art. In addition to its outstanding faculty and broad curriculum, the Department offers opportunities to study with Distinguished Visiting Professors of Art History and of Studio Arts, brought to Middlebury under the auspices of the Christian A. Johnson Memorial Foundation. It is not surprising that, under these fortunate circumstances, student interest in art has become intense.

The Art Department offers courses in both the history of art and in studio because they complement and reinforce each other. Art history provides a critical study of aesthetic ideas and works of art in context, while the actual experience of painting, drawing,

and sculpting heightens and activates the student's sensibilities. Art can be a source of pleasure, but with understanding it can become even more. The aim of the program is to spark and develop this understanding and appreciation of the visual environment, whether as an introduction to later professional study in art or architecture or for rewarding personal intellectual discipline and enrichment. Here the student can learn to interpret and respond to art as visual communication, gaining new access to distant and generally obscure cultures as well as enduring, meaningful, and absorbing insights into the contemporary world.

English

To read analytically and imaginatively, to write accurately and to speak effectively are skills which the English Department seeks to foster along with knowledge of the range of sensibilities within the English literary tradition.

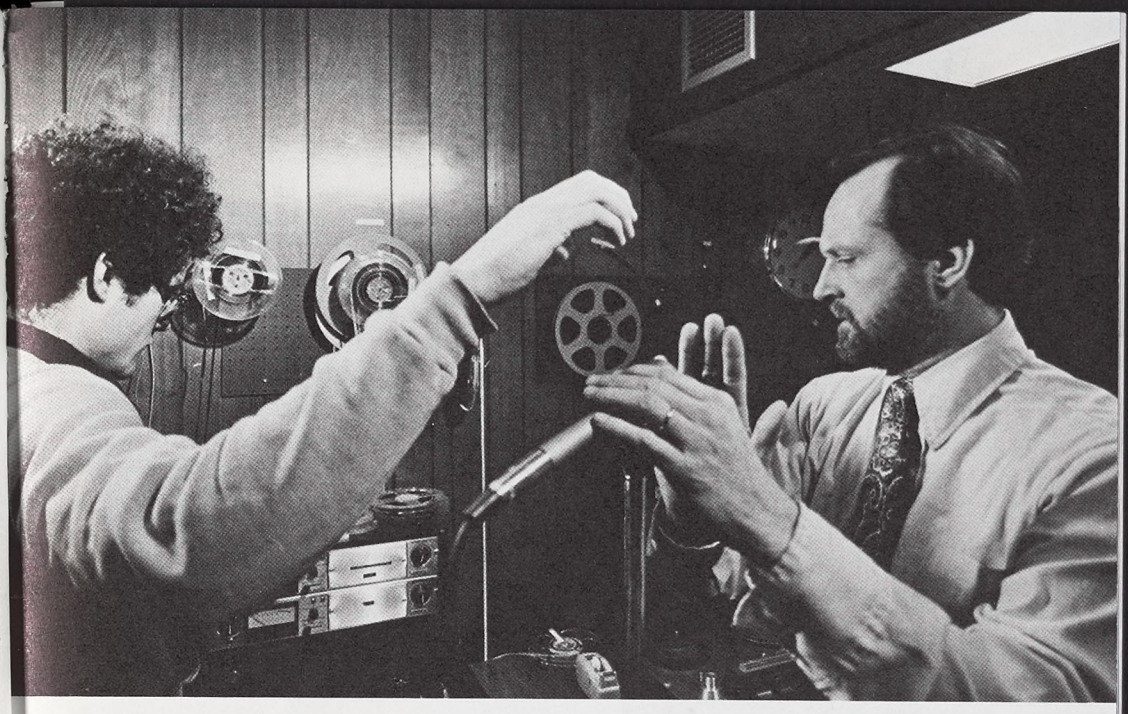
These skills and this goal are reflected by the department's offerings: courses in the Freshman Writing Program, the genre and period courses, seminars, independent work, the General Examination, and the creative writing and expository writing courses.

In a typical term, for example, a Freshman electing a writing course in the department may choose among narrative fiction, lyric and narrative poetry, drama, the essay, and the writing of fiction or poetry. A similar diversity carries through subsequent upperclass offerings and into the seminar program.

The department seeks to stimulate the discussion essential to reflection about literature. Thus, the Freshman Writing courses are limited in size to make the discussion of texts and of student writing possible. Most of the larger lecture courses have discussion sections. The writing courses and seminars rarely exceed enrollments of fifteen. Majors are encouraged to undertake tutorials in literature or writing, whereby they work closely with individual faculty members, often in pursuit of departmental honors.

The major is a challenging one. It is elected by students committed to reading and writing about literature. They undertake a program of courses and of independent preparation culminating in a General Examination that includes both written components and an oral discussion of literature with several of the department's faculty.

Those who choose to major in English, or who choose one of the concentrations, can expect preparation suitable for a variety of



post-college careers. In many professions the ability to think critically, to read perceptively, to write cogently and to speak persuasively are preconditions for success. Some English majors go on to graduate school in literature or writing, and then into teaching, but most elect from a diversity of vocations: law, medicine, journalism, banking, business.

"I am certain," John Keats wrote, "of nothing but of the holiness of the Heart's affections and the truth of the Imagination." Whatever their vocational choices, those who read well will come to know that good literature confronts in an immediate, moving way the complexities of what it means to be human and affirms the human capacity to seize reality both by understanding the past and by imagining a future.

Music

It is often difficult to perceive exactly what the philosophy of the music major at Middlebury is — but whatever it is, students seem to enjoy it immensely. Music may well be one of the most action-oriented departments at the College. Students are continually asked to *do* musical things, not just passively listen or scan the scores. In an elementary course everyone will construct and perform a musical composition — standard instruments disallowed. Anyone who has sat through a multi-media performance of a

Sonata for Ping-pong Balls and Oil-drums is not likely to forget it and, amazingly, the bare bones of musical composition become apparent. Doing music is the essence of the department's performance seminars which center on the classical musical repertoire.

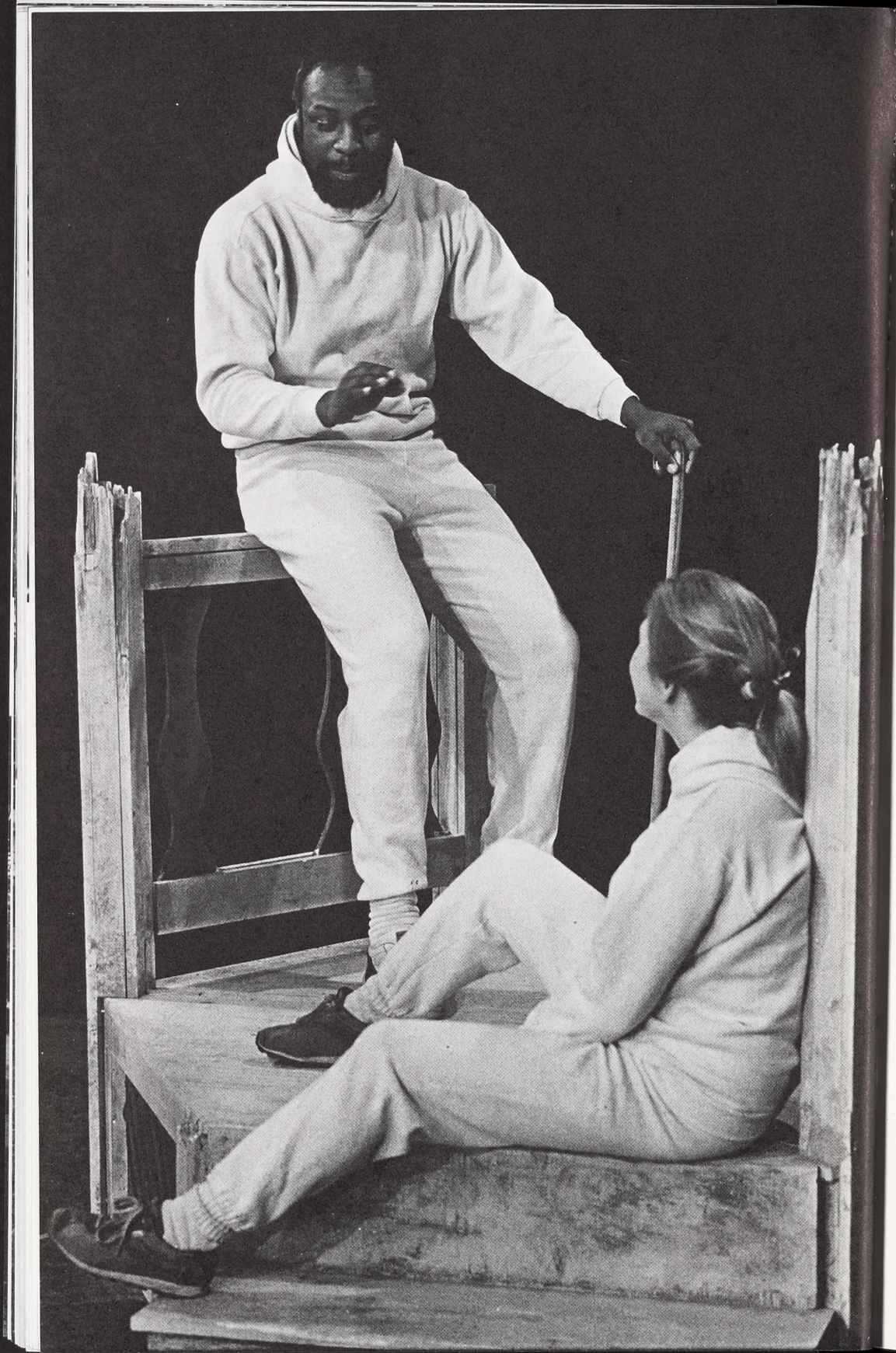
The diversity of the department's program reflects the diversity of the faculty: a composer-theorist, a performer, and two music historians. Surrounding the core of departmental courses there is a penumbra of performance activities. Instruction is offered in several instruments, in voice, in choir, orchestra, collegium, concert and stage band. Organ instruction is particularly popular because of the presence of a gifted performer on the regular faculty and two instruments: a baroque organ and a Gress-Miles 48 rank instrument. Music offers special opportunities for cooperation and "double effect." The electronic music studio is not only a place for composing in a modern idiom, but for theoretical analysis of musical textures.

Philosophy

Many entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life." However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly

may appear desirable but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy considers that often dissuades students from pursuing the subject. The questions are *so* important, that the kind of rational, "arm's-length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity to discourse in depth and at length on topics which most people consider too loaded for polite conversation.

Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a



quick once-over of a discipline where tourism is never leisurely are offered a variety of historical and problem-centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses — art, law, religion, education, history, science, language, and social science — which relate to their major fields of study.

Religion

The study of religion cannot be confined in a single discipline. The Department of Religion presents the manifold of religious phenomena from various methodological viewpoints but two points of view predominate — the historical and philosophical. An historical approach presents the forms of religious life in their social and cultural setting, and attempts to discover elements of universal human significance inherent in these historical forms. The philosophical and theological approach inquires into the truth as well as the meaning of religious beliefs. Because of the interdisciplinary nature of religious studies, the department works cooperatively with other departments, in particular, Philosophy and Sociology-Anthropology, to develop courses for its program.

Very few students come to college expecting to major in Religion — and yet a significant number eventually do. This is not surprising. College years are a traditional time of testing for values and beliefs. Many students take a religion course "to give religion a last chance," to strengthen a faith, to have an opportunity to read the Bible or the Vedas, out of curiosity or because they have heard good things about Professor X. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the interest and concern of the faculty in their subject matter. Very few who then decide to study further intend to be priests, ministers, or rabbis — though the College has produced graduates in each category — but if undergraduate education aims to evaluate values, the study of religion can be central to that education.

Theatre, Dance, and Film

Students in this department have a unique opportunity to synthesize the whole spectrum of academic disciplines. Faculty argue persuasively that their curriculum amounts to a whole liberal arts

education in miniature: literature, psychology, aesthetics, artistic design, dance, music, film, electronics, engineering, and certainly some moral discipline to get through rehearsal and master the performance. The department offers a kaleidoscope of subjects, including courses in acting, directing, design, dance, film study, dramatic literature, and playwrighting.

Performance provides a vital and rewarding aspect of the program. Students and faculty work together to stage approximately a dozen works each year. Productions occur chiefly in two theatre spaces: the 400-seat Wright Theatre, which boasts one of the few computerized lighting systems in this region, and the Hepburn Zoo, which accommodates production of experimental theatre pieces. The close rapport and creative energy generated in these group experiences is characteristic of the department.

Dance and Film were recently made a part of the program and the department has been renamed to reflect this change. The Dance Program focuses on the study, theory and style of modern dance, with ballet providing an important complement. Repertory, performance, and choreography are part of the advanced curriculum. The Film Studies Program examines the history, criticism, and aesthetics of the motion picture as a means of understanding our world and ourselves.

SOCIAL SCIENCE

Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, Geography, History, Political Science, Psychology and Sociology-Anthropology — are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management careers may see Economics as good preliminary training. History and Political Science are traditional foregrounds to the law and public service; Sociology-Anthropology and Geography have demonstrated their direct usefulness in everything from educational reform to city planning, while Psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

The departments in the Social Sciences provide a good undergraduate base for the careers indicated, but most majors stay with

a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that best sustains a choice of major.

Economics

In recent years, Economics has been the "in" subject not only at Middlebury but across the country. A recession in the market for teaching, the extreme pressure for law and medical school admission, and the general economic condition of the country seem to have directed students to a subject which seems clearly related to a possible career in business. The Economics Department has been delighted by the enrollments but would probably give a word of caution — Economics is not a Business major. Middlebury has established arrangements which permit the College to place highly qualified students in graduate programs of Business Schools after only three years at Middlebury and it is expected that most of these will be Economics majors — nevertheless the caution stands. Economics is probably the hardest of the so-called "soft" sciences. No other social science has developed such sophisticated analytical tools or been as ambitious in promulgating general theoretical laws.

Economics is a relatively new science which came into being only with the creation in modern times of a market economy. Economic thinkers from Smith onward have been important shapers of public policy. As there is no reason to believe that economic argument will play any lesser part in the future, current student interest must be welcomed as a national asset.

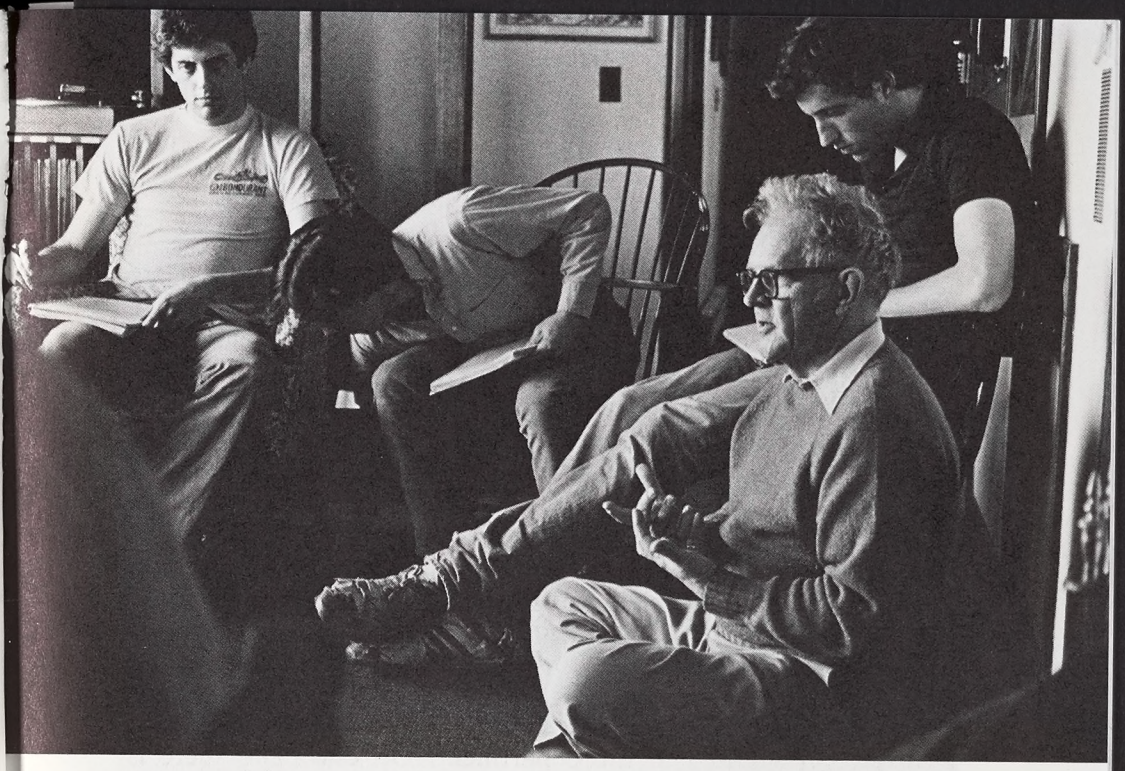
Geography

Geography shares with the other social sciences the goal of understanding the human condition, but geography examines social issues from a unique spatial perspective. Simply put, the concern of modern geography lies in understanding how phenomena are distributed in space. Global patterns of crop yields, the arrangement of highway networks, and the structure of urban areas are only a few examples of spatial distributions that interest geographers. More exciting than such distributions themselves, however, are attempts to understand why they vary in pattern and

intensity from place to place and how they change through time. Implicit in geography's concern with spatial distributions is the fact that space itself influences individual and collective attitudes and actions.

Modern geography is less concerned with memorization of mundane facts about the uniqueness of far away places than it is with understanding similarities in form and function among places. The velvet arm chair, leather globe, and parchment maps of the 19th century practitioner have been traded for computer modeling, intensive laboratory and field techniques, and a variety of quantitative and analytical tools. Today's geographers serve as policy makers in the public and private sectors, addressing issues in resource management, planning, transportation, health, and other problems related to the spatial organization of society.

The emphasis in the Geography program at Middlebury is on learning to ask the right questions, and applying rigorous analytic techniques in seeking the answers. Middlebury students find that the local environment poses a number of interesting research problems, but the department also has a tradition of study in many diverse environments and cultures, and there continues to be a strong focus on work at the international as well as the regional and local levels.



History

In any listing of the strongest departments at Middlebury, the History Department is sure to appear, and a recent study of undergraduate education rated the department "distinguished." The staff is exceptionaly well balanced in terms of seniority, teaching experience, scholarly publication, academic interests and personalities. American history has been the most popular sub-area in the department, but there is particular strength in European, Asian, and African history. Middlebury has a long-standing commitment to African history; the successful Asian history offerings prompted the creation of the East Asian Studies Program; and adding Russian history in the early 1970's is another example of how the department contributes to the College's language programs. History seems to offer students a balance of normally separated virtues — large drama combined with care for detail, moral interest combined with empirical research. Members of the faculty have been at various times described as "passionately concerned," "encyclopedic" and "incandescent."

History, in addition to offering two of the most popular "Foundations" courses, has a carefully constructed program with junior seminars which prepares every student for a two-term senior thesis. The department is committed to the belief that training in research, critical analysis, and writing is crucial for a liberal arts education.

Political Science

"Political Science defines, describes, explains and evaluates political phenomena. It does so with a number of disciplines or habits, including science, philosophy, history, and prudence. . . . The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare students who intend to pursue further work in either graduate or professional schools." This is the official *Course Catalog* description of the department. The key words are "discipline," "habit," "prudence," "thoughtful." Given the passion and prejudice of the political world, these words may seem very much out of place. "Political Science," as its very name suggests, is the study in the college curriculum most informed by hope. Its aim is to bring rationality to the tangle of society and government.

"Rationality" is conceived in two ways in the discipline and both are represented in the department: On one hand there is detailed empirical study of political phenomena — augmented in recent years by extensive use of computer data and modeling; on the other there is the close, analytical examination of the central philosophical concepts used to explain and evaluate political action. From time to time, it has been suggested that the department might well split into a political philosophy department and a political "sociology" department. The departmental faculty (and students) usually recoil with horror at the notion since they find the combination of high theory and hard fact intellectually fruitful.

Psychology

Psychology is a discipline that draws from both the social and the natural sciences in its quest to understand the varieties of human behavior. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, attitude, or choice behavior, and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra-individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and give the student related practicum or laboratory work where such is relevant to the course material.

Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of, the troubled human self, distort the theoretical and practical complexities of the subject. Psychology is truly a young science although its rise has been extraordinary in this century. The Department's interest in precision, control, and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

Sociology-Anthropology

Sociology-Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students to capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family and kinship, stratification and inequality, and political behavior. Students often devise their own programs of area studies using the resources of other departments. Sociology-Anthropology offers course work in Latin America, the Far East (especially China and Japan), and North American Indian cultures. Several courses deal with American society and its social problems: education, population, deviance, and majority-minority relations.

The department blends both the scientific and humanistic dimensions of Sociology and Anthropology. For the science-oriented, there is the opportunity to engage in original research or to perform analyses on data bases already available on the College's PDP 11/70 computer. For the humanities-oriented, there is the opportunity to consider the human implications of social-science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology-Anthropology is a particularly beneficial liberal arts major for the student contemplating a career in any field involving extensive participation with other people — especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.

FOREIGN LANGUAGE

Middlebury College has an international reputation in foreign language studies. The standards of language studies at Middlebury have been highly acclaimed and recognized by graduate and undergraduate institutions throughout the world. The College offers a much wider range of foreign language courses on an undergraduate level than almost any institution in the country. Some of these are offered on campus during the regular academic year in Chinese, French, German, Greek, Italian, Latin, Russian and Spanish. Other opportunities are provided during the summer when the eight Language Schools are in session (providing an opportunity for intensive study in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish), or at one of our five schools abroad from September to June. All such courses carry credit toward the Bachelor of Arts degree and are open to language as well as non-language majors.

Most language majors will wish to take all or part of their junior year at one of the College's schools in France, Germany, Italy, Spain or the Soviet Union, and it is not unusual for political science, biology, art history, and majors in other disciplines to spend one or two terms in Florence, Paris, Madrid, Mainz or Moscow. Languages at Middlebury are innovative and creative, offering the opportunity to students not only to increase their knowledge of the spoken language but to have direct contact with the cultural tradition of the country of their language, either through specially designed courses on campus, participation in the summer Language Schools, or foreign study.

Chinese

An adventure in learning to think in a language almost completely different from Western languages, the study of Chinese here at Middlebury leads one along a variety of pathways each of which explores fascinating aspects of a major civilization. The Chinese Department offers rigorous training in modern Mandarin, spoken and written, to advanced levels but also provides courses in classical Chinese as well as courses taught in English on Chinese literature. Students in Chinese generally have the option of studying in the Middlebury intensive summer program as well as the choice of spending part or all of their junior year studying in Taiwan or the People's Republic of China. A significant part of the East Asian Studies Program which offers a major, Chinese

language and literature courses are well-integrated into the College's undergraduate curriculum.

Classics

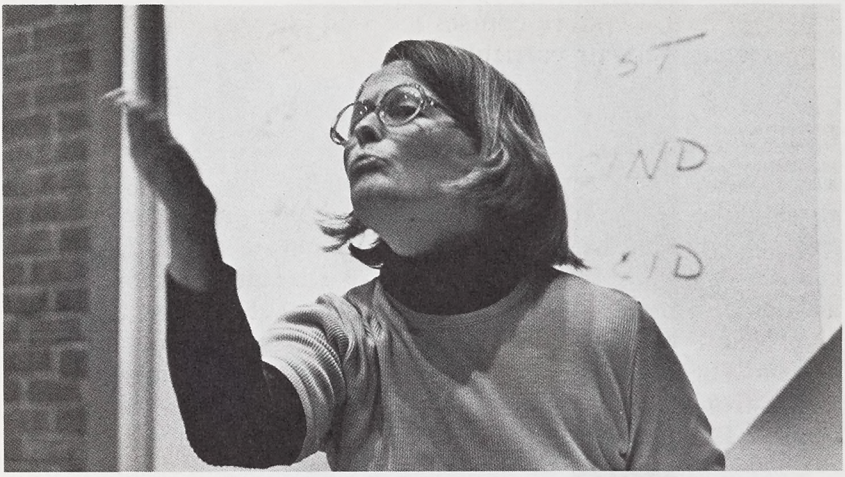
The Classics Department offers students the opportunity to study great works of Classical literature, history and philosophy in their original languages as well as in English translation. Beginning courses in Greek and Latin introduce students very quickly to authentic selections from such authors as Homer and Plato, Cicero and Virgil, as well as the New Testament and medieval poetry. The department also offers courses on a wide range of topics from archaeology to Greek Science which are taught entirely in English.

French

The French Department seeks to develop in its students the linguistic ability to pursue in French their various personal and intellectual interests. Beginning and intermediate courses bring students up to a level where they can branch out, and students with more advanced preparation may take upper level courses in language, literature and civilization. Most recently, members of the department have been developing courses in women in literature and in Francophone literature.

In addition to the program of study offered by the French Department, there are varied extracurricular activities, centered in the Chateau with its forty French speaking residents. In the Chateau dining room members of the Language Schools' faculty eat on a regular basis with students, discussing not only their course work, but perhaps a recent film, preparation for the annual French play, or an upcoming visit to Montreal.

Opportunity for foreign study is also provided through the Junior Year program in Paris. Each year many Middlebury students, usually a 50-50 mixture of majors and non-majors, attend the School in France. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Upon completion of these preliminary courses and through consultation with the resident Director, students select from a wide range of courses including art, history, language, linguistics, literature, philosophy, political science and sociology.



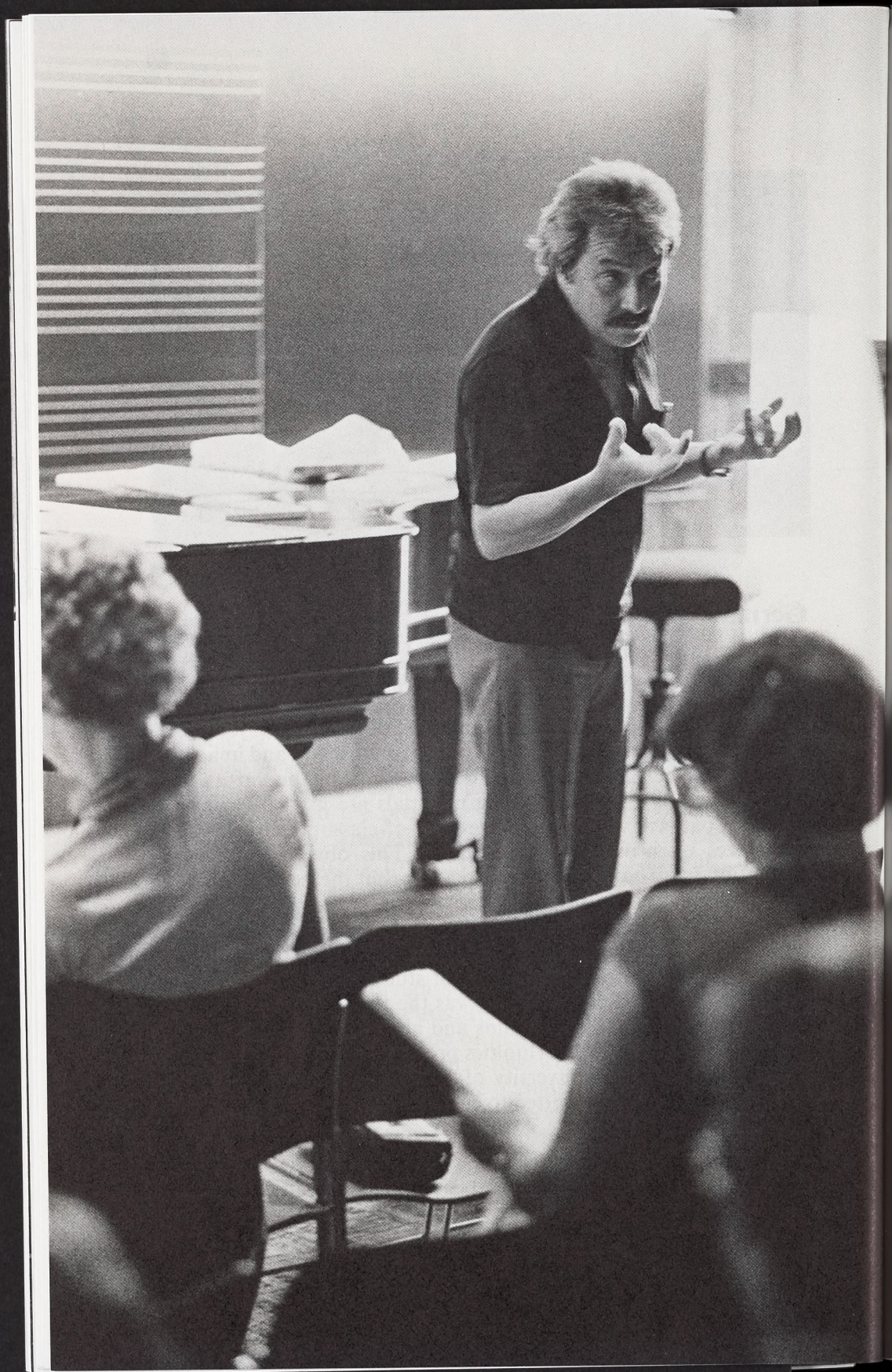
German

Few entering freshmen will have studied German previously, and usually not a large number plan to major in German. It says something about the Middlebury German Department, therefore, that it produces a very respectable number of German majors. Key to their success is a very carefully thought-out, witty, and imaginative set of elementary teaching materials devised by the staff (a best seller nationally). These teaching materials are used in a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher, but the excess energy of the department appears to make the whole exercise both profitable and enjoyable. In recent years the German faculty has been adapting imported German network television programs for use in an exciting program at different levels of study.

The German School in Mainz was the first of the Middlebury overseas undergraduate programs and almost all German majors take advantage of the opportunities provided by this program. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular courses.

Russian

Middlebury's Russian Department, which enjoys an international reputation for the excellence of its language instruction, offers a



varied curriculum covering language instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student may emphasize either the language, literature, culture or civilization and is planned individually in consultation with the chairman. In addition to the academic year activities in Russian studies with opportunities to explore Soviet contributions to the literary world, the College has an established nine week summer Russian School that provides students with intensive study in beginning, intermediate and advanced Russian as well as advanced courses in culture and civilization offered during the six week session. The Russian School has an international reputation and regularly attracts students from several continents. The Russian experience may also be broadened through foreign study. Middlebury College now sponsors its own semester-length program at the Pushkin Institute in Moscow, open to qualified students who have completed three or more years of study of the language.

Spanish

The twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a mastery of the rich literature and culture of the Hispanic peoples. The introductory courses concentrate on a thorough development of language skills that will enable the student to become involved in advanced courses in language, literature, and culture and civilization. In addition to the diverse courses offered by the Department, juniors may participate in the Spanish School in Madrid. Majors as well as non-majors are encouraged to take advantage of this opportunity to widen their educational horizons by studying in one of the Spanish-speaking countries abroad. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of the summer sessions of the Spanish School. In addition, a number of graduate courses are open to qualified undergraduates during the summer. The Spanish Club organizes various activities throughout the academic year, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian

The Italian courses are designed to meet the needs of Italian majors, other foreign language majors and students from related

fields such as art, literature, music and sociology who are working toward a double or joint major or concentration. The aim of the program is to develop not only a working command of the language, but involvement in the Italian contribution to literature, art, music and philosophy. In recognition of the needs of the college community at large, the department also offers courses in translation. The Italian experience may be further enriched through participation in the summer session of the Italian School. Intensive instruction is offered at both the beginning and intermediate levels. Qualified students may also participate in advanced graduate courses offered at the summer session of the Italian school. An opportunity for foreign study is provided through the Junior Year Program in Florence, Italy. Majors and non-majors actively participate in either the one-semester or full-year programs in Italy under the guidance of a resident director.

NATURAL SCIENCE

Since the dedication of a new Science Center in 1968, Middlebury has continued to improve its science facilities. A new academic computing center was installed in Voter Hall in 1975; Warner Science, the home of psychology, geography, mathematics, and botany, was completely renovated in 1978; the Science Center library and computing facilities were redesigned and renovated in 1979. Middlebury offers something that is not found in a large research oriented university; a program geared in size and philosophy toward undergraduate teaching and undergraduate participation in research. All science programs at Middlebury are conceived both as self-sufficient undergraduate majors and as preparation for postgraduate work. An A.B. program in science at a major graduate or research university may be for undergraduates in name only—in effect it may be a total pre-Ph.D. program in which the weight of the faculty, facilities, and curriculum is directed toward the state of the discipline and graduate programs, rather than the instruction of undergraduates. At Middlebury, senior members of the science faculty teach at all levels from elementary to advanced. Undergraduate science students work side-by-side with senior professors in path-breaking research that normally is reserved for graduate or post-doctoral students. For the dedicated science major the results, as well as the experience, can be very gratifying—a senior paper published in *Science,* or a grant from the National Science Foundation for summer research in Alaska.

If the arts and humanities have an immediate appeal to many students because of their relevance to personal values, the sciences present a particular challenge to a student's objectivity and discipline. There is an austerity about the sciences — a rigorous and exacting discipline of observation and imagination that makes demands of both student and teacher. A major in science can provide a sound basis for further work in any career that requires the capacity for analysis and disciplined thought.

Biology

Traditionally one of the strongest and most popular departments at Middlebury, Biology offers introductory and advanced courses in a wide range of fields, including ecology and ethology, physiology of plants and animals, cellular and developmental biology, genetics and microbiology. Emphasis on laboratory and field work

and on scrutiny of the primary literature is accompanied by a commitment to interaction between individual students and faculty members. The curriculum provides a sound liberal arts education in modern biology as well as preparation for graduate work in medical or other professional or para-professional schools, or in graduate programs in Biology. In addition to the straight major, interdisciplinary programs are offered in conjunction with the Environmental Studies and Northern Studies programs and the departments of Chemistry and Psychology.

The department is particularly proud of the scholarly activity of its faculty members, and of their willingness to nurture undergraduate research. It is not uncommon for the results of undergraduate projects to be presented by students at national professional meetings. Current faculty research projects are wide ranging: the locomotion of scorpions, efforts to fuse and study plant cell protoplasts, studies of extranuclear inheritance in the parasitic wasp, *Mormoniella,* investigations of changes in protein organization during differentiation of milk fat membranes and underlying shape changes in erythrocytes, analysis of energy flow in the High Pond watershed.

Chemistry

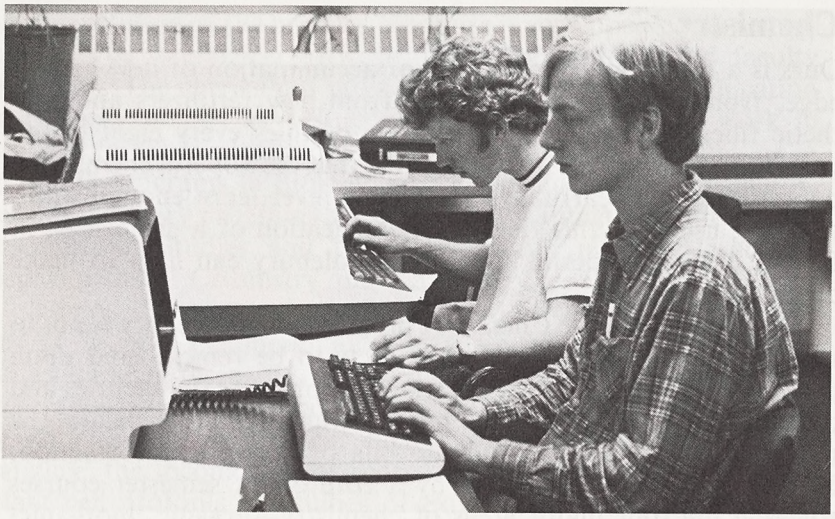
Ours is a chemical age. The rate of accumulation of new knowledge, from discoveries that range from new fertilizers and synthetic fibers to life-saving medicines, doubles every eight to ten years. The growing list is so staggering that the hopeful chemist-to-be must wonder fearfully, "How can I ever learn enough to do anything useful in this field?" The education of a chemist is, in fact, a lifetime undertaking. But Middlebury can help to make dreams realities.

The purpose of the Chemistry program at Middlebury is not to stuff each student with countless facts to be remembered upon receipt of the proper signal; instead it emphasizes the theories and concepts that make up the logical framework for relating a multitude of otherwise disparate bits of chemical information. This framework is developed by a core of six semester courses covering the four major areas of chemistry—organic, inorganic, analytical, and physical—and chemistry majors usually complete it by the end of their junior year. At the same time, the students are learning laboratory skills and gaining "hands-on" familiarity with modern instrumentation. During the upperclass years students elect a number of advanced Chemistry courses best suited to their individual interests. The undergraduate experience culminates for most students in an independent research project under the direct guidance of one of the chemistry faculty.

The department is proud of the record established by its graduates. In recent years over two thirds of the chemistry majors have succeeded in ambitious professional programs in medicine or dentistry and in graduate programs in all branches of Chemistry. Others have done as well as industrial chemists or as teachers of Chemistry. Somehow students have found the lure of the laboratory with its intellectual challenges and the exhilaration of new discovery to be irresistible.

Geology

Few colleges are so favorably situated for the study of earth science as is Middlebury. It is set in the midst of the most classic and complex geologic regions of North America, and the department thus has an outdoor laboratory for teaching and research in geology and geophysics; and in Lake Champlain it has the resources for work in oceanography.



Geology at Middlebury is unabashedly a research program. The department believes that the business of science is to explore what is not known. Courses are built around problems that incorporate field and laboratory experiences. They emphasize the development of reasoning ability by addressing the problems currently at the forefront of the science. In intermediate courses students are encouraged to function as scientists, evaluating data in outdoor field exercises and in contemporary scientific journals. In advanced courses, students are expected to bring their own research efforts to bear on problems that have not previously been solved. The department's complement of equipment, including a computer-automated electron microprobe, an X-ray diffraction and fluorescence unit and a small research vessel for limnological work, provides state of the art capabilities. These facilities assure that student research efforts can be up to date and scientifically significant.

The different research interests of a very active faculty are reflected in the introductory courses, each of which concerns an aspect of earth science: plate tectonics and mountain building; oceanography; and environmental geology. In each course, the student is taught to function as a scientist. As one faculty member puts it: "The main difference between professional research and student work is how much can be accomplished in the time available and how detailed the observation can be; the same questions and excitement are there for all of us."

Mathematics

Middlebury men and women meet Mathematics on many paths. The Mathematics Department draws students with a wide spectrum of interests, from prospective majors in the natural and social sciences, almost all of whom require mathematics, to those who wish only to sample the flavor, content and spirit of the subject. Whatever their reasons for beginning, many continue as majors after discovering that only the challenge of Mathematics offers the intellectual excitement they seek.

A wide selection of courses is available. Freshmen may elect any of several different courses depending upon their interests and previous achievement. Calculus draws the largest enrollment, but interest in first courses based on probability, linear algebra or the foundations of mathematics has grown substantially. Advanced Placement is offered to a sizeable portion of each entering class. Electives run the gamut from the abstract (modern algebra and topology) to the applied (operations research, statistics) and from the classical (complex analysis, number theory) to the modern (modelling, graph theory).

Graduates take almost as many different directions as there are individuals. Recent majors are attending graduate school in pure mathematics, biostatistics, business, medicine, and law. Others are employed as computer scientists, actuaries, technical writers, teachers and government economists. Professional opportunities for those with mathematical backgrounds are expanding every year.

Physics

The discoveries of Physics have profoundly altered both the physical circumstances and philosophical world view of twentieth century humanity. Physics is the fundamental science. The entire physical universe, from gluons to galaxies, from baseballs to black holes, is described by the laws of physics.

The Middlebury Physics Department recognizes the diverse appeal of physics and provides a major program flexible enough to accommodate not only students with a professional interest in physics but also those planning to enter such fields as medicine, teaching, or business. For the nonscientist the department offers two foundations courses, "The Nature of Things" and "Introduction to the Universe," and a more direct experience in "Electronics for the Intimidated."

Upper level Physics courses provide depth in such fundamental areas as classical mechanics, quantum mechanics and electromagnetic theory, in fields of current research such as astrophysics, nuclear and particle physics, plasma physics, and in applications including electronics. Senior Physics majors apply their knowledge to an experimental or theoretical research project. Recent senior thesis topics have included studies of supernovae using X-ray satellite data, control strategies for solar energy systems, laser holography, biological effects of ultrasound, and studies in architectural acoustics.

The department is well equipped and its faculty members are active researchers in a variety of areas, including X-ray astronomy, solar energy, ultrasonics, and physics education. Faculty members are readily available to students, and offer them the rare opportunity to work as undergraduates with professional physicists on problems of current interest.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors there are other academic programs that cross departmental and disciplinary lines. There are also a number of programs which, while not offering majors, nonetheless enhance the opportunities for study at Middlebury. (See pp. 88 to 90 for other, off-campus, special programs.)

PROGRAMS WITH MAJORS

American Studies

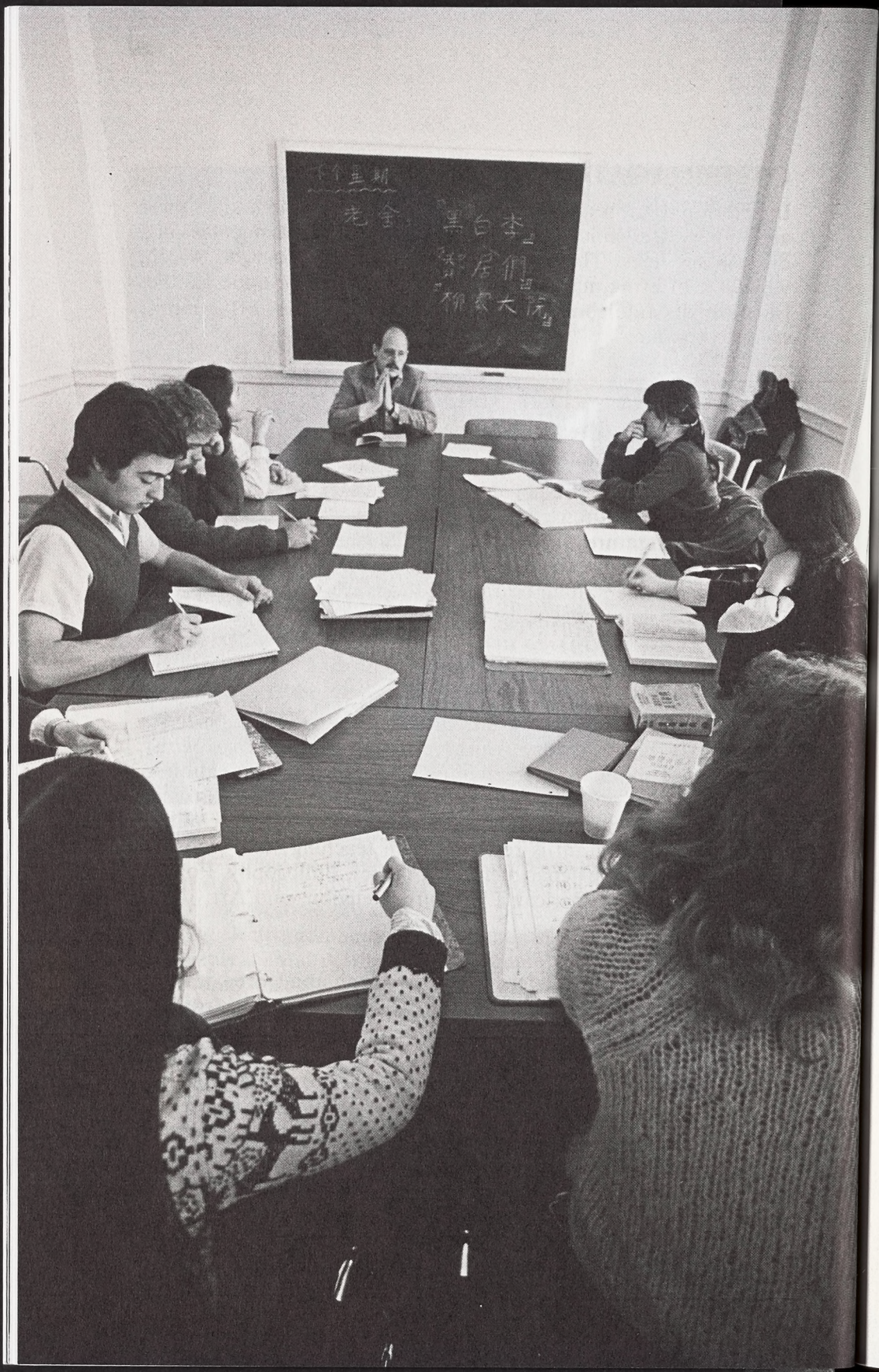
The American Studies Program has developed a tradition of committed and spirited student majors who undertake to acquire an interdisciplinary knowledge of American experience. Specific courses in literature, history, political science, religion, philosophy, sociology and art lead to intensive junior and senior seminars, and finally to the writing of a senior thesis. The major has proven itself appropriate for a wide variety of academic or professional careers.

Classical Studies

The Classical Studies Program cultivates historical perspective, theoretical rigor, literary sensitivity, and linguistic expertise. Students are intimately acquainted, through the cultivation of these capacities, with the fundamental and enduring works which have informed the culture of the West. The interdisciplinary nature of the program is reflected by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

East Asian Studies

The term "East Asia" refers to China, Japan and Korea, and this interdisciplinary program's intellectual integrity stems from the fact that all parts of the region have been formed, to one degree or another, under the powerful stimulus of high Chinese culture. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments, exploring connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.



Environmental Studies

Environmental Studies is an interdisciplinary major with emphasis in one of the sciences, economics, or geography. The program is well suited for students with interests in terrestrial or marine ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning, human ecology, or environmental economics. Middlebury's locale affords an opportunity for field work in these areas and each student's program is designed specifically to take full advantage of it.

International Major

The International Major enables a major in an area other than a language or literature to do advanced work in that discipline in a foreign language, including a specified number of courses taken at one of the Middlebury College Schools Abroad or an approved equivalent.

A student choosing the International Major in Political Science or Economics (French), for example, could do work at the Institut d'Etudes Politiques in Paris, while a student in Art History (Italian) might take courses at the University of Florence. International Majors thus develop, in addition to a general competence in the foreign language, a command of the vocabulary and terminology specific to their area of specialization and a familiarity with the discipline as practiced abroad.

The International Major satisfies the requirement for both a concentration and a major. Students interested in such a course of study should discuss their plans with representatives of the two departments involved.

Literary Studies

The college has unique resources for literary studies. Not only does it have an outstanding English Department, but also a department of American Literature and the strong emphasis on language studies has brought to the college literary scholars in all modern European literatures, as well as in classical and modern Chinese literature. The Literary Studies Program was developed to channel these resources toward a single goal: a major that has the integrity of scholarship founded upon a knowledge of original languages and with a breadth of perspective made possible by combining manifold points of view. The program, through its major, enables

students to achieve a broad awareness of major Western and Chinese literature and to master a single body of literature limited to a particular language, period or genre.

Northern Studies

This highly successful interdisciplinary field study and research program combining biology, geology, and geography, is a joint venture of Middlebury and the Center for Northern Studies in Wolcott, Vermont. Because the climate and biota at the Center are essentially sub-Arctic, students in the semester-in-residence there gain direct field experience, living and conducting research in a truly northern environment.

PROGRAMS APART FROM THE MAJOR

Bread Loaf and the Foreign Language Schools

The Middlebury Foreign Language Schools, the Bread Loaf School of English, and the Bread Loaf Writers' Conference offer opportunities to undergraduate students that are probably unique for a small college. Each summer the main campus is transformed into a school for intensive study of foreign language and culture: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. While most courses are at the advanced level, there are courses also for beginners, and it is possible for those to attend who wish either to improve their skills or to start a particular language. Many students do this as part of their preparation to attend one of the Schools abroad, to prepare themselves for other foreign programs, such as those in East Asia, or to start earning credits towards a Middlebury advanced degree.

The Bread Load School of English conducts a six week session each summer at the campus under Bread Loaf Mountain, and its courses are also open to selected undergraduates who wish to pursue studies of English literature and writing. students at Bread Loaf may apply a summer's credit to their undergraduate degrees, or may use it as the first summer of graduate study leading to a master's degree in English. Middlebury students may also attend the Bread Loaf in Oxford program *(see under Study Abroad).*

At the Bread Loaf Writers' Conference, the oldest and most famous gathering of its kind in America, undergraduates have a unique opportunity to learn from the teaching staff, which consists of some of the most distinguished writers in the country; here

they may become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Although the Writers' Conference is not a degree program and gives no credit, there are special scholarships available to undergraduates who wish to attend.

The Program in Writing

The ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education and virtually all departments in the College demand a substantial amount of written work, so that students may have the opportunity to write and to receive criticism from both their teachers and their fellow students. For those interested in creative writing, sequences of courses are offered in poetry, fiction and non-fiction, and eligible majors in English or American Literature may undertake Honors projects in creative writing in their senior year. Students majoring in disciplines outside the Humanities may satisfy the concentration requirement through work in creative writing. In addition to the courses taught during the regular academic year, interested and qualified students may have access to the summer programs offered at the Bread Loaf Writers' Conference and the Bread Loaf School of English. More information is available in the pamphlet entitled "Creative and Expository Writing at Middlebury."

Study Abroad

Roughly three out of every ten Middlebury undergraduates take advantage of the opportunity to study abroad for their junior year; many spend the whole year out of the country, and others simply one term. Most attend one of the five Middlebury Schools Abroad, in Paris, Florence, Madrid, Mainz or Moscow, while others may be found at other programs or universities in Europe, Africa, Latin America or East Asia. In all cases students wishing to study outside Middlebury are expected to demonstrate the relevance of their study abroad to their academic programs, and to show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have a command of the appropriate foreign language sufficient to allow them to do work at an advanced level, and summer study at Middlebury may be necessary to achieve that degree of fluency. Students who are interested should consult the appropriate language department or the "Guidelines" published by the Programs Abroad Committee for further information.

Middlebury at Oxford

Middlebury College is perhaps unique in its ability to offer its undergraduates two opportunities to study at Oxford. Each year one sophomore woman is selected to read in English and one in

Politics, Philosophy and Economics at St. Hugh's College. These women are fully matriculated Oxford students, who undertake the regular program of study leading to the Honour Moderations examination, for which they receive a year of Middlebury course credits. Several Middlebury students have received Firsts on their examinations, and one was subsequently awarded a Rhodes Scholarship.

Each year, qualified Middlebury undergraduates majoring in literature may attend the summer program of the Bread Loaf School of English at Lincoln College, where they may take a graduate seminar and a tutorial, earning two credits towards their undergraduate program. They live in Lincoln College, in the center of Oxford, and are thus able to take advantage of the cultural opportunities of Oxford, Stratford and London.

Computer Science

A recent visitor to Middlebury's Computer Center found students and faculty working on a surprising variety of projects on the College's interactive time sharing system. A freshman was using the computer to help determine the validity of a complex logical argument assigned in her philosophy course. A mathematics senior was putting the finishing touches on his thesis developing new methods to display three-dimensional surfaces on a computer terminal. One faculty member was examining the results of statistical analyses of data on the growth of the American economy. Another faculty member was exploiting the powerful text-editing features of the Middlebury system to prepare the first English translation of a Russian novel. And at the next bank of terminals. . . .

Computers are as ubiquitous at Middlebury as they are in society at large, and the College believes that computer science is both a challenge to and an opportunity for its liberal arts tradition. Classrooms and laboratories are equipped for computer use, and terminals are scattered across the campus. The Mathematics Department offers introductory and intermediate courses in computer science, while many other departments, in the Sciences, the Social Sciences and the Humanities use the computer in a variety of ways. New and exciting opportunities for the integration of computing into Middlebury's more traditional programs are constantly expanding. Students with a strong interest in computation can combine a Concentration in Computer Science with any of several majors, thus giving themselves a solid knowledge of computing and its applications. *(See also p. 101.)*

Teacher Education

Middlebury does not have a major in Teacher Education. Students participating in this program major in one of the regular departments or programs. Academic course credit is offered, however, for various aspects of the program including practice teaching which is usually carried out in one of the neighboring school districts. Teachers who complete the Teacher Education Program can be fully certified by Middlebury for teaching in most of the states in the United States. *(See page 194.)*

Premedical, Predental, Preveterinary Programs

Middlebury's strong science programs within a liberal arts context are well suited to the increasing emphasis placed on the physician-patient relationship in health care today. Efforts are made to arrange internships to provide early exposure to the profession. Interviews and a careful review of qualifications are used to assist students in preparing their applications, and a committee dossier on each candidate is prepared and submitted to the professional schools at the time of application. Preprofessional students must maintain superior academic records to insure that they may become strong candidates for admission. However, Middlebury takes great pride in the enviably high rate of acceptances to medical schools by Middlebury graduates in recent years. Exceptionally able students may choose a combined professional school plan which allows them to leave Middlebury at the end of their junior year to begin professional studies. The Middlebury A.B. is awarded when these students successfully complete their first year at the professional school. Faculty members on the Preprofessional Committee offer special guidance to students pursuing such programs. *(For basic requirements, see page 123.)*

INITIATIVE, INDEPENDENCE AND THE CURRICULUM IN LIBERAL ARTS

The curricular programs set forth above are benchmarks for a liberal education. As departmental majors or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. At each point in the curriculum at Middlebury, there is a recognized way for students with initiative, special talent and a demonstrated ability for independent work to move in their own direction. The following paragraphs give a brief description of these independent study chores in order of increasing scope and complexity:

Foundations Courses and Concentrations

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge. In

consultation with an academic advisor, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas.

The College offers a series of foundations courses in the major departmental and program areas of the curriculum. Foundations courses are designed to offer introductions to major historical traditions, great ideas, and great works. They will provide the foundations for further learning in the area of the course or in allied areas, and they will be designed to aid students in their choice of a major. Each student takes three of these specially designed one-term courses in three different divisions by the end of the sophomore year.

In planning his or her curriculum each student elects a concentration, in addition to the major. A concentration consists of four or more courses, unified by a general principle. The concentration may be departmental, or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. Normally the concentration will be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

Independence and Course Structure

Students with strong records and particular interest may apply to their departments to substitute an independent project (numbered "500" in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

Independence and the Departmental Major

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, great variety is possible in pan-disciplinary majors like Religion. Joint majors and double majors are not difficult to design and have been increasingly elected in recent years. All departmental majors—even the most structured—encourage if they

do not insist on independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has a program of Independent Scholars for students whose talents and interests clearly require independent major programs.

The College recognizes that a few outstanding students with clearly defined educational goals find that they cannot fulfill them within the framework of normal requirements, and the Independent Scholar program is designed to meet their needs. Independent Scholars plan their programs with the assistance of their faculty advisors, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses are waived with the understanding that the student will fashion a program with appropriate focus, and that work which is accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, off-campus study, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

Independence and Graduation Requirements

The normal graduation requirement for Middlebury is four years in residence, election of three foundations courses, a concentration, the completion of a departmental major and completion of the Physical Education requirement. Students may design their own course of study under the Independent Scholar program or they may under certain conditions qualify for a Middlebury degree while pursuing graduate or professional studies. Students with excellent records may elect a three year pre-professional program pointing toward medicine, dentistry, law, engineering, or business. Students who qualify for admission to any of the appropriate professional schools at the end of their junior year at Middlebury may be permitted to move directly into professional studies and qualify for the Middlebury degree at the end of their first year at the professional school or when the terminal degree is completed. Students interested in the three year plan should contact Dean Moyer in the Science Center.

A Sense of Life: Patterns in Time

Four years: Most students take four full years to complete their A.B. degree. There is nothing sacred about this tradition, however, and today it is more and more common to find students who interrupt their educations for a semester or a year, or those, on the other hand, who accelerate their education through summer study at the Middlebury Language Schools and the Bread Loaf School of English. Yet for most the normal pattern of four years, from freshman through senior, remains the ideal way to enjoy the sense of development in one's intellectual life and one's social life, that college can bring.

Students arrive then as freshmen — most in September, but many in February. As freshmen, they must complete a writing requirement, and most of them also begin to experiment with courses that may lead to a choice of major. By the sophomore year a preliminary choice of major has been made. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves inappropriate. By having a departmental identification, it is also possible to have a functioning advising system for sophomores. By junior year students will have firmly decided their majors and probably half of their course work will be in that area. In senior year, all departments offer some special senior work: seminars, thesis, or general examination as an integrating study or special research.

A single year: 4-1-4 Curriculum

The pattern of a single year at Middlebury consists of a Fall Term of 12 weeks ending at Christmas vacation, a Winter Term of 4 weeks in January and a Spring Term of 12 weeks ending in mid-May. In the Fall and Spring Terms, the normal course load is 4 courses, but students may with permission take 3 or 5 courses in a term. This allows students to vary their academic load in a single term in light of the overall pattern of their educational program. In the Winter Term, students take one intensive course.

The 4-1-4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that Fall Term is completed before the Christmas vacation. Rather than let the January period lie fallow either through an extended vacation or a "reading period," the faculty has chosen to use that time for curricular innovation. The Winter Term opens up teaching possibilities at the College that are simply impossible in any conventional

term. The clearest example of a unique possibility that can be realized in Winter Term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks to study marine, freshwater and terrestrial organisms in Guatemala, see first-hand the relationship of modern Peruvians to their past or take part in the College's internship program by working in the emergency room in a large metropolitan hospital — all projects which have been undertaken during Winter Term.

In the Winter curriculum, faculty are able to try new ventures not easily structured in a Fall or Spring Term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: Town Meeting on Trial, A Conflict Seminar; The Pacific War, 1937-45; Whodunit, The History and Theory of Detective Fiction; Here Comes the Sun, A Study of the Sun's Influence on Mankind; Women and Madness, An Introduction to Psychocriticism.

In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem or body of material. Several language departments, for instance, have been experimenting with intensive introductions to language in the Winter Term.

Independent Study in Winter Term: in addition to the curricular offerings by the faculty, extensive possibilities exist for qualified students to pursue independent projects during the Winter Term. In addition to the normal independent research project akin to the "500" courses in the regular terms two unique possibilities in Winter Term are:

Internships: students are permitted to take ungraded internships in various professional areas: law, medicine, architecture, communications, teaching and so on. The internship may be off-campus — some have been as far away as the mayor's office in Bremen or a clinic for autistic children in London — or it may be working in the office of a local attorney or at the University of Vermont Medical School. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

Student-Led Courses: these permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

A Sense of Life: Improvisation and Theme

Freedom

The most immediate obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors record a missed class, no study halls are required, assignments become more substantial and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, the responsibility is on the individual student in this freedom from structure to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom. A student with an abundance of natural talent may score well on an aptitude test but be a very poor student because this intelligence is given exercise only in occasional bursts as the mood moves. The Admissions Director was asked one day about a student with lower than average SAT scores. "Well," he said, "That fellow is a cross-country runner and it has been my experience that those guys are awfully dogged when they set out on any task. He'll do o.k." The prediction proved true.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. The College has an immense Handbook full of pages of data, admonitions, procedures, standards and what not, but there are precious few College social rules. The Dean of Students likes to sum it up by saying that the primary college rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50's (or the 20's) has not yet turned anyone's taste back toward the carefully chaperoned dances, or the rule which forbade men to be on the women's side of the campus after 10:00 p.m. Most of the college dormitories are co-educational in some fashion or other: by wing, by floor section or corridor. The effect of co-educational dormitories on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.

Community

If cross-country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor will recount that "loneliness" is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement that gains them admission to a very selective college have necessarily spent a lot of time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas and imagination and some of this may exact a toll on the easy flow of social life. Middlebury does have its share of loneliness — finally no one but the individual student can master the academic tasks — but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

The strong point of the large university is the size and variety of its departments and curricular offerings. What is sometimes hard to find, however, is the sense of community between students and faculty. Individual teachers may be as warm and generous and open as possible, but sheer statistics make it impossible for any individual student to have much of a claim on their time. One of the advantages of smallness is that students, during their careers, will see particular faculty members in different courses working with their subjects at different levels. Professors do not exist simply to pump knowledge into the heads of students; because students and faculty members come to know each other, teachers can become living examples of the values of the intellectual life and the disciplines they profess.

The College's situation in the countryside has a strong influence on the development of the community. Its members cannot depend upon the commercial delights of the city, and thus there is a necessary and pleasantly improvisational quality to social life at Middlebury. Established social groups, fraternities, and student activities exist and are open to virtually any student. Many of the Middlebury fraternities admit women and there is an easy passage back and forth between fraternity members and the students "on the hill." The fraternities run an "open rush" which is virtually a self-selection system of affiliation. The fraternity example of openness is matched in all organizations. Anyone who shows

even a suggestion of interest in joining up at anything from KDR to a weekend birthday party for the girl down the hall is likely to be swept in and told to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. The Winter Carnival Ball always attracts a crowd. Big events may be the appearance of Oscar Peterson or a student production of *One Flew Over the Cuckoo's Nest.* Movies are constant fare in Dana auditorium with two or three showings a night from the Cinema Club, the American Movie Club or the Student Activities Board and are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water sport.

Whether students who choose Middlebury are already open and democratic in their tendencies, or whether the College encourages and supports that outlook, the result is a student community with very little stratification. Individualism is respected, and there is little pressure from any dominant group to conform to particular ways and outlooks. Perhaps it is a happy accident that the entire student body moves from dormitory to dormitory almost every year; at all events, this keeps at bay the kind of territorial imperative that would permit a special elect to hold on to the best places. And because living arrangements change each year, students are forced (if they are not already so inclined) to learn to live with and to respect a great variety of their neighbors.

Extracurricular Activities and Student Government

At last count there were 58 student organizations which had formal constitutions approved by student government. These run all the way from special interest groups like the photo club, through the religious groups to the large and traditional college organizations: the newspaper, the year book, the literary magazine, the radio station and student government.

Of the student activities the newspaper, *The Campus,* probably has the most notoriety since its pungent opinions are often hotly disputed by administrators, faculty and students. The radio station, WRMC, is an educational station which recently increased its power from ten to one hundred watts. The station is probably the activity with the most loyal staff. There is something, evidently, about dominating the air waves for an hour which brings students to work on a 24-hour shift. The literary magazine, *Frontiers,* has recently branched into photography and the graphic arts and continues to publish poetry and prose from students and faculty. *Artemis* is a forum for the explotation of various issues. The yearbook, *Kaleidoscope,* is well named since it never seems to appear in the same format twice.

The student run Middlebury College Activities Board has the responsibility for initiating, planning and presenting major programs of interest. Visiting lecturers, big-name rock concert groups, folk singers and a host of other social activities are produced and financed by MCAB.

The big social event of the year is, of course, the Middlebury Winter Carnival which features not only outstanding ski events but a round of mid-winter parties, a Carnival Ball, an ice show and nationally known entertainers. The four-day Carnival is believed to be the only remaining student-organized, student-financed Carnival in the East. Homecoming in the fall, the Blue Grass Festival in April and the May Day festival are other special occasions for celebration and good times.

Student government arrangements at Middlebury are evidently unique. The main body of student government is called the Student Forum. This body is composed of representatives of the advisory councils of the several academic departments. Each academic department has an advisory council of students who assist in curricular planning, make recommendations on appoint-

ment and reappointment of faculty and serve as a general instrument of communication between departmental faculty and the students. The student chairpersons of these advisory councils serve *ex officio* on the Student Forum. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to the College's departmental structure, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives, about one-third of the Forum is elected at-large. Special elections are held for freshman representatives.

The Student Forum has direct responsibility in the expenditure of the student activities fee which amounts to over $114,000 in aggregate in any year. More importantly, the Forum appoints all the students who serve as voting members on the various faculty and administrative councils of the College, thereby ensuring students a voice in matters of most concern to them.

The major all-college council for student life is the Community Council which is co-chaired by the Vice President of the Student Forum and the Dean of the College. All students who serve on faculty councils attend faculty meetings with the right to speak on issues relating to their committees.

Sports: Intercollegiate, Intramural and Individual

When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days, Middlebury teams tied Harvard, beat Army and made headlines. Today, football remains a hard fought intercollegiate sport at Middlebury — it is only the headlines that now have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at Porter Field, with the mountains blue in the background beyond the golden line of autumn trees, is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships; it does not depend on massive gate receipts to underwrite its intramural program; it is removed from the world of the instant replay and sports whose chief end is public relations. The College's intercollegiate athletic program is based on the belief that people play for the love of the game and for the zest of competition. It searches out excellence in prospective student athletes, and expects them to give of their talents, but continually stresses that this is *collegiate* athletics, a program of sports in harmony with Middlebury's overall educational program.

Middlebury is a member of the New England Small College Athletic Conference (NESCAC), joining Wesleyan, Bates, Colby, Tufts, Williams, Amherst, Bowdoin, Trinity, Hamilton and Connecticut College. NESCAC is, however, a conference with no titles and no champions; its aim is to ensure that collegiate sports remain consistent with the educational philosophies for which these colleges are noted. Yet Middlebury fans have been very pleased in recent years with the excellent records of many of their teams, and football, soccer, hockey, field hockey, lacrosse, tennis, swimming and skiing have been especially successful.

Intercollegiate

The men's intercollegiate sports program includes: football, soccer, cross-country, basketball, hockey, skiing, tennis, baseball, golf, track and lacrosse. The women's intercollegiate program includes: field hockey, soccer, tennis, cross-country, basketball, hockey, squash, swimming, lacrosse, track and skiing.

The College provides its students with their own ski areas — the Middlebury College Snow Bowl and Ski Touring Center. With an unusual variety of groomed slopes and trails, the Snow Bowl is ideal for novice and expert alike. Four lifts, a double chairlift and three Pomalifts serve thirteen trails and slopes, a total of twenty miles of skiing, dropping 1,200 vertical feet. The Ski Touring Center adjacent to the Bread Loaf Mountain campus involves 50 kilometers of carefully maintained trails for cross-country skiing. On the main Middlebury campus, fifteen miles away, the Snow Bowl operates a 3.5 kilometer cross-country trail, the longest lighted course in the country. The College, its racers, and its alumni have been prominent in the world of skiing, and its men's and women's teams have been winners of recent regional and national ski championships.

Physical Education

Middlebury has a physical education program that stresses lifetime sports — those sports that can be enjoyed long after one's college days are past. Students are expected to pass a swimming test and to qualify in five seasons of lifetime sports, either through taking a test or by undergoing a program of instruction. Instruction is available in 28 such sports. Among the lifetime sports offered are dance, golf, karate, swimming, riding, badminton, skating, skiing,

squash, touring, scuba diving, archery, cycling, conditioning and platform tennis.

Intramural

Intramural sports play a large role in campus recreation with a varied program of activities to meet the competitive and recreational needs of all students. Competition in the Intramural Sports Program is organized in the form of leagues, tournaments and special meets or events with the participation of both men and women.

Individual

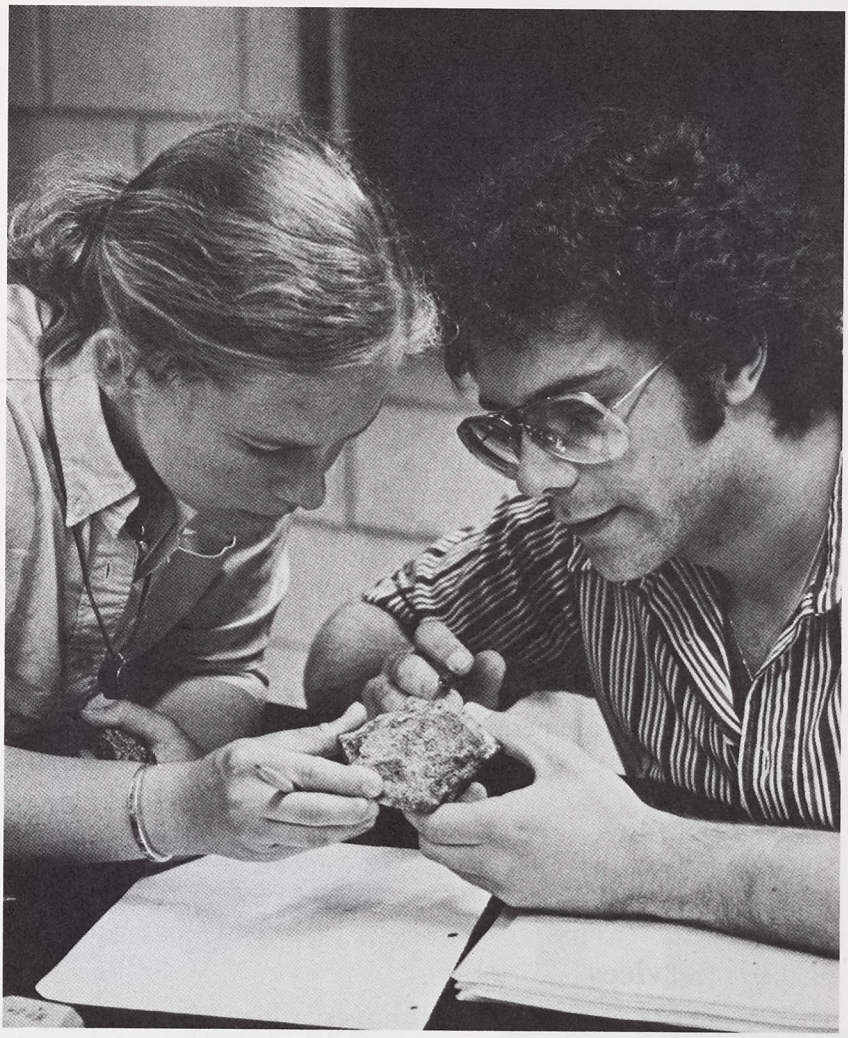
Individual sports and recreation opportunities include a swim in the indoor pool, skating on the artificial ice rink, a round of golf on the College's 18-hole course, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing — all promoted with enthusiasm by the Mountain Club which provides training and equipment to the adventurous.

Students in Service to the Community

Students who come to Middlebury from suburbs or large cities will find the service opportunities in the community different from those they may have previously known. Vermont is a rural state with a low population density and the problems of and possibilities for social service reflect that fact. One of the long term programs in which students have been involved is a "Big Brother/Big Sister" program in connection with the Addison County Counseling Service. Some of the difficulties which local children experience stem from the physical isolation of rural farms. Rather than problems of overcrowding which mark so-called urban ghettos, many families in Vermont can virtually drop out of contact with a larger society. A succession of Middlebury students working through the local social service agency have served as out-reach workers for low-income groups in the county.

One of the satisfactions of service work around Middlebury is direct contact with a problem. There are no elaborate bureaucracies or overlapping interest groups to be dealt with. This is true of the political life of the town. An undergraduate ran for political office on a base of considerable service activity in the township. A recent graduate was the Addison County VISTA volunteer responsible for coordinating programs and services for the poor and now serves the area as Chittenden County developer in the Champlain Valley Office of Economic Opportunity. Another recent graduate was elected to the Vermont House immediately following graduation.

Through the student-designed School Enrichment program, students have traditionally helped to bring art, crafts, drama, dance and music to the one-room schoolhouses in the rural towns



and villages surrounding Middlebury. Students also provide valuable service to the community by participating in the Volunteer Income Tax Assistance Program (VITA). Other local organizations offer opportunities for volunteer work in social agencies, political campaigns, environmental programs, the arts, government and other activities which often complement students' academic and career interests. A Middlebury College Coordination Center was organized to coordinate the numerous and varied volunteer services of the College.

Requirements, Facts and Facilities

Graduation Requirements

1. A student must successfully complete 32 regular fall or spring term courses and four winter programs to graduate. Only six courses with D grades may count toward graduation.
2. Students may not elect more than 16 fall or spring term, or more than two winter term courses in the same department.
3. All students must take in the freshman year one of the courses in the writing program.
4. Students must elect one foundations course in three different Divisions of the College: Humanities, Natural Science, Social Science, or Foreign Languages.
5. In addition to a departmental major (or its equivalent) students must elect a concentration in their upperclass years. A concentration is a structured program of 4 or more courses.
6. A Physical Education Program based on the options and opportunities indicated in the departmental section of this catalogue is also required.

Motor Vehicles

Qualified students are permitted to have or operate a motor vehicle.

Residence

Middlebury is a residential college and students are expected to live in college residence halls.

Health Services

The College has a well equipped Infirmary with a twenty-bed inpatient capacity. Health care is provided at the Infirmary by the College Physician, two local physicians and a nurse practitioner, who are assisted by a staff of registered nurses. Porter Medical Center, in Middlebury, provides very good hospital services nearby, and the Medical Center Hospital of Vermont in Burlington has extensive medical facilities and a large, outstanding professional staff. The College Counseling Services include two full-time psychological counselors and a part-time psychiatric consultant. The Athletic Training Room in the Field House employs an Athletic Trainer, a Physical Therapist and a graduate assistant Athletic Trainer.

Advising

Every freshman is assigned to a member of the faculty who acts as his or her particular advisor throughout the year. Generally, an advisor has between 6 and 8 students for whom he or she is responsible. Junior Counselors, students living in the freshman dormitories, are particularly chosen to assist the freshmen during their first year.

After freshman year, advising is a function of the individual departments.

Religious Services

The Mead Memorial Chapel is the focus of College religious services. The program, conducted by the College Chaplain, is Christian in emphasis and ecumenical in breadth. The Roman Catholic Church is immediately adjacent to the campus and there is a Newman Society on campus. Various Protestant denominations are represented in the town of Middlebury. The Hillel Foundation maintains an active program for Jewish students. As a major campus student organization, Hillel focuses on religious, cultural, political, and ethnic oriented activities. Christian Fellowship, Christian Science, Lutheran, Quaker and Buddhist groups are also active on campus.

Admissions Data

Admissions Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character, and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years each of two languages); three or four years of mathematics; two or more laboratory sciences; two or more years of history; and some study of music, art, or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year; the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants are required to take the Scholastic Aptitude Test and three Achievement Tests, including one in English. College Board Tests must be completed no later than January of the senior year. The majority of students admitted to Middlebury present scores of about 600 on the Scholastic Aptitude Tests and rank in the upper fifth of their classes. Applications are welcomed from students whose rank and test scores are not in this range if they are judged to have a particular contribution to make to the student body.

Health Certificate

A satisfactory certificate of health must be presented before matriculation. Completion of the medical form supplied by Middlebury College requires a physical examination, a chest X-ray or P.P.D., and inoculations for smallpox, tetanus, measles and polio. No exceptions are granted from these requirements.

Advanced Placement

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Entrance Examination Board. Advanced Placement scores of 4 or 5 will usually be awarded credit. College level courses taken as part of a

secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

Early Decision Plan

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision Applications must reach Middlebury by November 15. All other forms and credentials (i.e. transcripts, school reports, and recommendations) must be received, and interviews must be completed by the November 15 application deadline. Results of the November College Board tests will be acceptable for Early Decision candidates. Further information may be obtained from the Director of Admissions.

Transfer Students

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the Director of Admissions for detailed information and application forms. The College does not make financial aid available to transfer students.

Annual Expenses for Students

Middlebury College has adopted a comprehensive fee of $10,800 which includes all charges, except sickness insurance and the $60 student activity fee. In addition to the fixed expenses included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses which comes to an average of about $880. Travel costs are *not* included in this figure. *(See page 208.)*

Financial Aid

To assist students who otherwise would be unable to attend Middlebury, the College makes financial aid awards for each academic year in accordance with the provisions stated on page 197 of this Catalogue. The Financial Aid Form (Sides I and II) of the College Scholarship Service, available at most secondary schools, is the only application form required for incoming freshmen applicants. Correspondence concerning financial aid should be addressed to

the Director of Financial Aid. The Office of Financial Aid publishes a brochure which explains the program at Middlebury College in detail. Please inquire at the Office of Financial Aid if you desire more information.

Grants

Grants, awarded on the basis of a demonstrated need, are made from College funds, the federal Pell (formerly BEOG) Grant, or Supplemental Educational Opportunity Grant (SEOG) programs. Students need not apply for specific College grants; the College will make this designation based on the individual's eligibility for each type of grant. In addition, the states of Connecticut, Maryland, Massachusetts, New Jersey, Pennsylvania, Rhode Island, Vermont, and Washington, DC offer undergraduate grants or scholarships usable at Middlebury. We require all students from these states to apply for a grant from their state agency if they wish to apply for grant assistance from College sources. Applications can usually be secured from your secondary school guidance counselors or by contacting your State Higher Education Assistance Agency.

Loans

Loans are available to students from the following sources: 1. The federal National Direct Student Loan Program (NDSL). 2. The various State Guaranteed Loan Programs (GSL). 3. The privately sponsored United Student Aid Funds (USAF). 4. A limited amount of the College's own loan funds. The college will certify the necessary applications for these loans.

Student Employment

Campus employment is open to all Middlebury students, whether or not they are financial aid recipients. Each year 70% of the student body works at the various on-campus jobs offered by the different college departments. Jobs vary greatly in their qualifications, responsibilities, and the time commitment required. The College Student Employment Coordinator provides information about campus employment and current job openings to interested students.

Procedure for Admissions

Inquiries regarding admission should be addressed to the Director

of Admissions, The Emma Willard House, Middlebury College, Middlebury, Vermont 05753. (802) 388-3711, Ext. 2153.

Visits to Middlebury

A personal interview, a chance to meet members of the Middlebury staff and see the campus, is always desirable. Applicants are encouraged to visit for this purpose between the end of their junior year and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the Admissions Staff is engaged in reviewing completed applications and time required for this process precludes the scheduling of personal interviews. However, guided tours of the campus may be arranged during this period.

Alumni Admissions Program

The College established the Alumni Admissions Program to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students. Alumni admissions representatives are available throughout most of the United States to meet prospective candidates and to acquaint them with what the College offers. Some areas are served by active committees and others are served by independent alumni representatives. Students interested in Middlebury College may arrange to talk with alumni representatives by contacting the Admissions Office at Middlebury, Vermont 05753, or 802-388-3711, Ext. 2153, or one of the Alumni Admissions Representatives on the following page.

National Chairpersons	Pam Nugent, '81 Mary Wendell, '69
Trustee	W. Kyle Prescott, '49 Montreal, Quebec

For an interview or additional information, write:

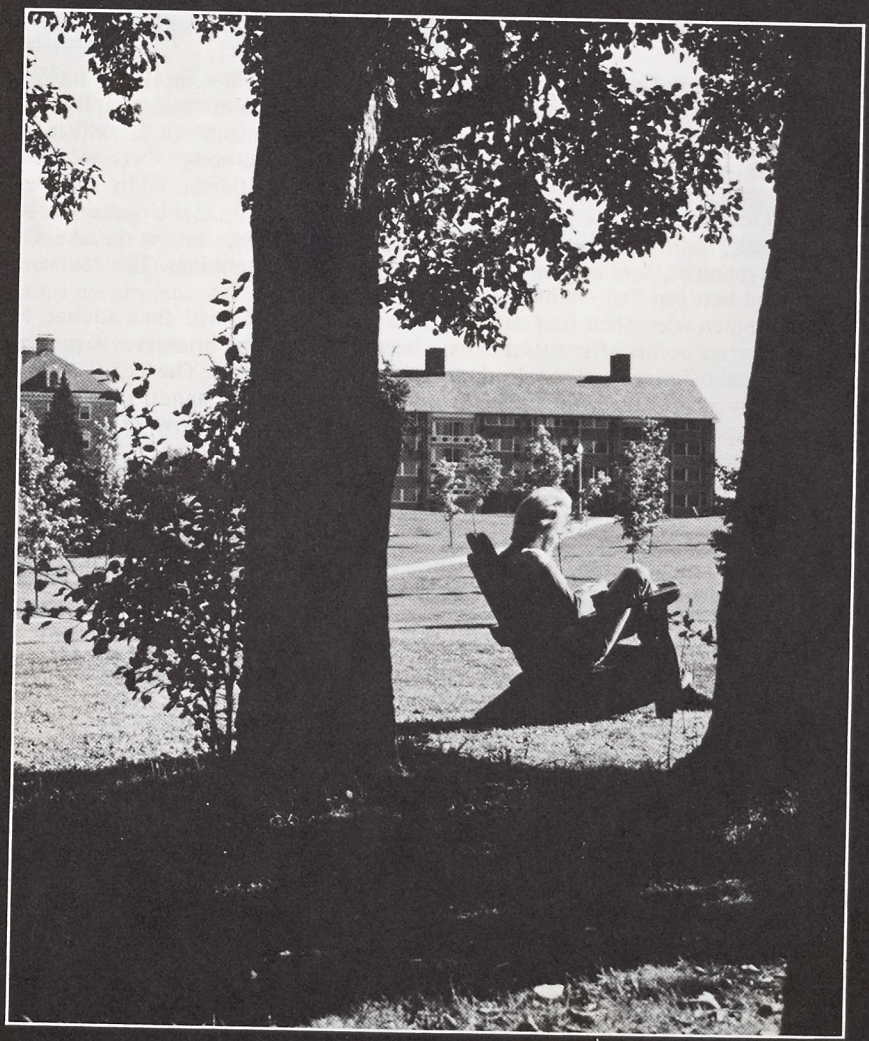
Director of Admissions,
The Emma Willard House,
Middlebury College
Middlebury, Vermont 05753
Telephone: (802) 388-3711 Ext. 2153

Alumni Admissions Representatives

AZ	Mrs. Peter S. Firestone Scottsdale, AZ
CA	Mr. Philip E. Barton Hillsborough, CA
	Mr. Michael Sevareid Van Nuys, CA
	Mr. Daniel O. Suman La Jolla, CA
CO	Mrs. Charles N. Bolton Littleton, CO
	Mrs. Margaret P. Ramsay Colorado Springs, CO
CT	Mr. and Mrs. George W. Peck IV New Canaan, CT
	Mr. Peter E. Steinle West Hartford, CT
FL	Dr. Philip A. Caruso Fort Lauderdale, FL
	Mr. Marcelino F. Garcia Tampa, FL
GA	Mrs. Anthony G. Miller Atlanta, GA
IL	Mrs. Gerald T. Lenz Glen Ellyn, IL
LA	Mr. Paul M. Batiza New Orleans, LA
MA	Mrs. Gordon L. Brown, Jr. Marblehead, MA
	Mr. Rufus P. Cushman III Longmeadow, MA
	Mrs. Allen Fulkerson Weston, MA
	Mrs. Peter S. Howell Medfield, MA
	Mr. and Mrs. Sherman Russ Hingham, MA
	Mr. William F. Trask West Boylston, MA
MD	Mr. J. Peter Duncan Potomac, MD
	Mrs. Michael Walker Sparks, MD
ME	Mrs. Peter W. Rand Cape Elizabeth, ME
MN	Mr. Peter H. Hitch Minnetonka, MN
MO	Mr. Gerald P. Noonan Belton, MO
	Dr. Frank S. Williamson Chesterfield, MO
NJ	Mr. and Mrs. J. Allen Fitzpatrick Lawrenceville, NJ
	Mr. Roger B. May Maplewood, NJ
	Mr. and Mrs. Peter H. Zecher Saddle River, NJ
NY	Mr. David P. Bridges Tarrytown, NY
	Mr. Edward M. Cameron II Albany, NY
	Mr. Peter J. Gardner New York, NY
	Mrs. David E. Marshall Pittsford, NY
	Mr. Richard P. Miller, Jr. Pittsford, NY
	Mrs. Robert Vuillet Glen Cove, NY
OH	Mrs. A. Wilson Wood Cleveland Heights, OH
OR	Mrs. Robert Gray Tigard, OR
PA	Mrs. Linda Callahan Henry Philadelphia, PA
RI	Mrs. Sandra Hazen Bondine Newport, RI
TX	Mrs. Roger King Dallas, TX
	Mr. Oliver S. Morton Houston, TX
VA	Mr. Joseph F. Ferguson, Jr. Alexandria, VA
VT	Mrs. Jo Ann Lindholm East Middlebury, VT
WA	Mr. and Mrs. Ty Howe Seattle, WA
P.Q. Can.	Mrs. William F. G. Dawson Toronto ON M6P4A6 Canada
	Mr. W. Kyle Prescott Hampstead, P.Q. H3X3L4
Eng.	Ms. Cynthia J. Bear London SW1 W 8PG England

SECTION II

ACADEMIC PROGRAMS



Curriculum

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, Master of Modern Languages and Doctor of Modern Languages.

Undergraduate Work

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of the work covered in at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the Fall and Spring Terms. In the Winter Term, students select one course for concentrated study. Each student must complete a one-year Physical Education requirement unless excused by the Administration Committee. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (presently for lessons in Karate, scuba, riding, skiing, and cross-country skiing). Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the senior year may count for as many as three course units as the department determines. The course units may be distributed between Fall, Winter and Spring terms.

Entering freshmen select their first term program in consultation with their adviser. Final registration for courses occurs after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The CEEB Advanced Placement tests may qualify a student either for credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. All students must register for the Freshman Writing Program regardless of prior work or Placement scores.

Winter Term

During the month of January, students elect a single intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in Independent Study under the direction of a faculty member, in Internship programs involving significant exposure to the fundamental work of an established profession, or in Student-Led Groups, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of freshmen, students may pursue independent projects off campus during Winter Term.

Each Fall the Curriculum Committee of the faculty publishes a Winter Term catalogue. A student may not take his freshman and sophomore courses within the same department. A department may not require more than two Winter courses as part of its major program. Winter Term courses are normally graded on an A to F basis. Internships and Student-Led Groups are graded credit/no credit.

Students involved in foreign language courses numbered 101 (151) and 102 (152) may be required to participate in a continuing program during the Winter Term. Seasonal options and opportunities in Physical Education continue through the Winter Term.

Departmental Honors Program

Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis.

These Honors are printed on the Commencement program, and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chairman of the department, stating the nature and quality of the work done.

Honor Code

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests, and final examinations are un-proctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is totally student managed. Anyone who observes an infraction should report the offense to the Judicial Council. Any infraction of the Honor System is punishable by dismissal from College.

Scholarship

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though they are required to register for a certain number of units each term, their commitment to their education will undoubtedly involve many more hours a week in reading, in laboratory work, and in preparation for classes than they will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B, and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

Ranking System

College Scholar:	3 A's and a B or better
Dean's List:	4 B's or better
Probation:	2 D's
	1 D, 1 F
	F in Winter Term
	For students completing term with 3 units of credit: 1 D or 1 F
Failure:	3 D's
	2 F's
	1 F and 2 D's
	2 D's or 1 F while on probation
	F in Winter Term while on probation
	3 times on probation
	For students completing term with 3 units of credit: 1 F and 1 D or 2 D's or a second term in succession of probationary standing.
	"First-term freshmen who have two F's and two C's or better or three D's and one C or better at the end of their first term will be continued in college on academic probation. 2 D's and 1 F constitute Failure."

Academic Honors

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of

the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election in the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

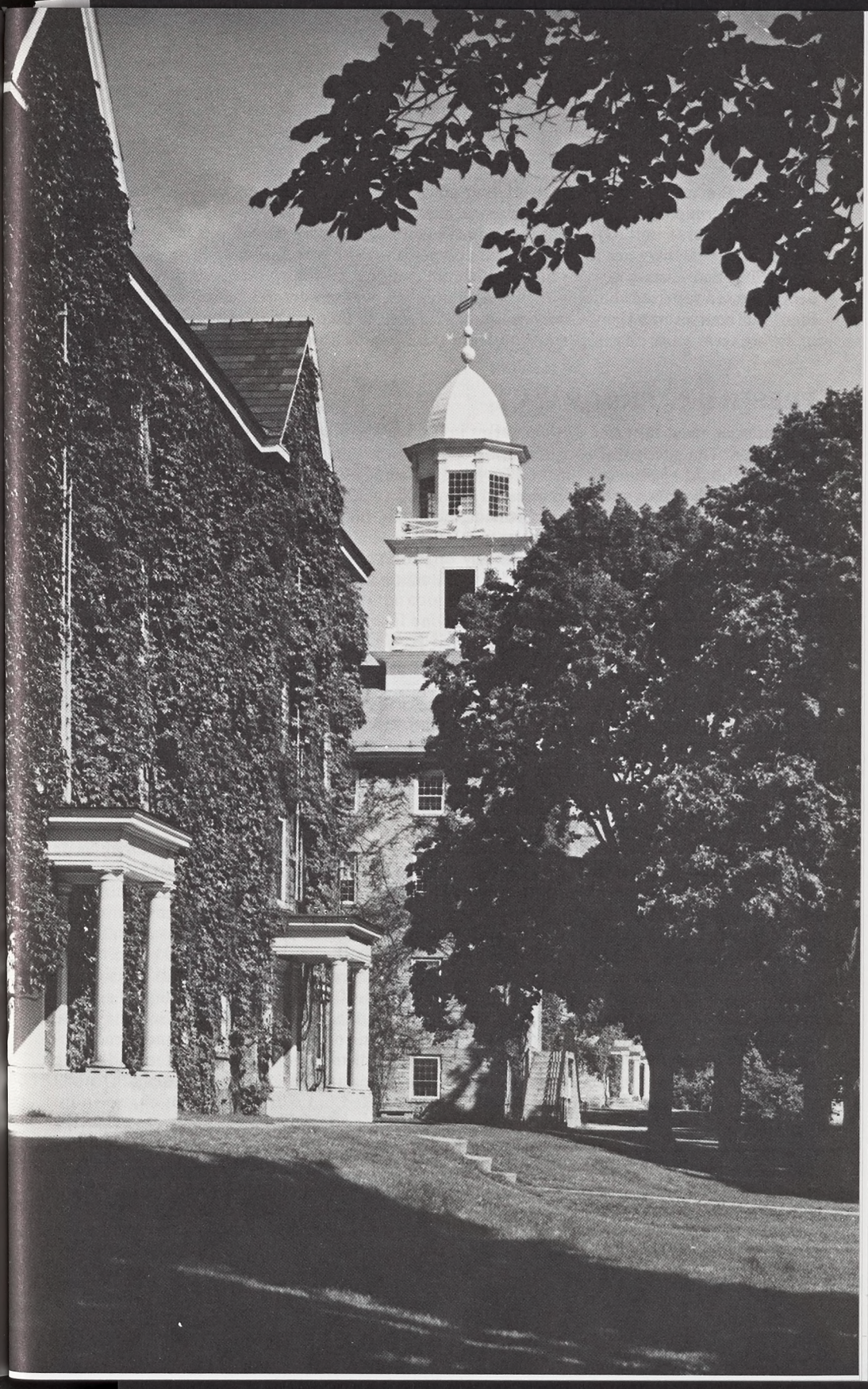
Departmental Honors Program. Departmental Honors are awarded upon graduation in recognition of superior performance in the student's major field. See description of this program.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude,* and *cum laude.*

Honorary Appointments The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.



Course Offerings

NORMAL PROGRAM

The normal academic year consists of four courses in each of the fall and spring terms, and one winter term program. Required Physical Education classes are carried as electives without credit as a course unit. The Physical Education Program may be completed without extra charge although there are fees for certain courses (presently for lessons in karate, scuba, riding, skiing and cross-country skiing) which are optional to the student. Students who have demonstrated superior ability in their academic work, and seniors, are permitted to take more than four courses in a term. Underclassmen who wish to take more than four courses in a fall or spring term must obtain permission from the Dean of Students.

FRESHMAN PROGRAM

All freshmen must take one of the courses in the writing program described on p. 108 of this *Catalogue.* The successful completion of one of these courses is a graduation requirement. Students should begin work on their Physical Education Program during the freshman year. Normally, only those courses numbered from 100 to 190 are open to freshmen. Freshmen enrolled in a course within a department, however, may be assigned to a more advanced course by that department upon demonstration of special proficiency. Freshmen may not elect more than one course in a subject in any one term. (AL 101, AL 102 and courses in EL Freshman Writing Program may not be taken simultaneously.)

MAJOR PROGRAM, CONCENTRATION AND FOUNDATIONS COURSES

To obtain a Middlebury College undergraduate degree each student must complete a major, a concentration and a foundations course in each of three divisions.

MAJOR

Students must choose a major at the end of the freshman year.

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and/or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over fall, winter, and spring terms. Where a joint major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Advisor Change Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the department involved. A minimum of 10 courses must be completed in the major. The official majors offered at Middlebury College are:

American Literature
American Studies
Art
Biology
Biology-Chemistry (Joint Major)
Chemistry
Classics
Classical Studies
East Asian Studies
Economics
English
Environmental Studies (Biology)
Environmental Studies (Chemistry)
Environmental Studies (Economics)
Environmental Studies (Geography)
Environmental Studies (Geology)
Environmental Studies (Physics)
French
Geography
Geology
German
History
Italian
Literary Studies
Mathematics
Music
Northern Studies
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology-Anthropology
Spanish
Theatre, Dance and Film

Joint Major: The Biology-Chemistry major (listed above) is a joint major. Other joint majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 courses will be met.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

International Major: The International major consists of a major in a non-language and non-literature discipline, and includes a specified number of advanced courses in that discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. It satisfies the major-and-concentration requirement.

Concentration

A concentration consists of four or more cognate courses based on a central theme. It may be departmental, or governed by an interdisciplinary theme (e.g., Asian Studies, Forms of Romanticism, Philosophy of Science).

Each student chooses or designs a concentration involving work substantially different from that of the major and consisting in most cases of courses from outside of the major division. A list of suggested concentrations designed by faculty precedes the listing of course offerings. Normally a concentration includes several courses beyond the introductory level. Students' concentrations must be chosen before the end of their sophomore year.

Foundations Courses

In addition to the major and the concentration each student must pass a foundations course in three of the four academic divisions (Humanities, Foreign Languages, Social Sciences, Natural Sciences) by the end of the sophomore year. These courses offer introductions to major historical tradition, great ideas and great works, providing foundations for further learning. A list of approved foundations courses precedes the listing of concentrations.

DEGREE REQUIREMENTS

Details on official policies regarding degree requirements, departmental programs, grading, etc., may be found in the latest Middlebury College Handbook.

In addition to the freshman, major, concentration and foundations course requirements, certain additional requirements must be met before the Middlebury College degree is awarded.

1. To be eligible for a degree a student must successfully complete 32 fall and spring term courses or their equivalent, and 4 winter courses or their equivalent. Normally no more than 16 fall and spring courses may be in the same department. A minimum of 10 courses must be completed in the major. Not more than 6 courses with a D grade may be applied to the degree requirement.
2. The last academic year of undergraduate work must be spent in residence in Middlebury, Vt., except as provided in approved combined plans with engineering and professional schools, and except for certain students in the Northern Studies Program.
3. All students must complete a Physical Education Program based on the options and opportunities indicated in the departmental section of this *Catalogue.*
4. Transfer students are required to fulfill Middlebury degree requirements and to complete successfully 18 courses at Middlebury, one of which must be a Winter Term course.

SPECIAL PROGRAMS

Premedical, Predental and Preveterinary Programs. For specific information on requirements for these progams, see p. 123.

Other Preprofessional Programs. Students may engage in other four-year preprofessional programs that prepare them for studies in law, and business and management. These students should register with Dean Walter A. Moyer, Jr., as early as possible, and should periodically check their programs with him and with special advisers for law (Professor Murray Dry) and business (Professor D. K. Smith). In addition, information is available in Dean Moyer's office for students who would like to prepare themselves for specialized fields (e.g., nursing, architecture, and many others), or to undertake graduate studies following their Middlebury work.

Dual Degree Programs. There are two ways to combine studies undertaken at Middlebury with those at a professional school so that a student is eligible for both the Middlebury degree and the professional degree. These programs are possible with schools of medicine, dentistry, veterinary medicine, law, business and management, and engineering. The programs are briefly outlined below. The candidate must register with Dean Walter A. Moyer, Jr., (Adirondack House), Chairman of the Preprofessional Committee, and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for combined plans are in effect with a limited number of schools of law, business and management, and engineering. Under these programs, if the candidate fulfills certain specified requirements, he or she may transfer to the professional school after completion of three years of work at Middlebury. When transferring to a law school or to a graduate school of business and management, the student is eligible for the Middlebury B.A. after successful completion of the first year of work at the professional school. If the student elects to transfer into a B.S. program in engineering, he or she is eligible for the Middlebury B.A. after receipt of the engineering degree. All such programs must be screened by the Preprofessional Committee of Middlebury College. In some cases a recommendation from the Preprofessional Committee will serve to automatically admit the candidate to the professional school.
2. Student Initiated Plans: It is possible for a well qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, medicine, dentistry, veterinary medicine, engineering, or graduate school of business and management, and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the can-

didate for admission to the professional school and for the Middlebury B.A. Recommendation by the committee does *not* guarantee admission to the professional school. If the candidate is recommended by the committee, and this recommendation is approved by the Administration Committee and the Faculty and Trustees of Middlebury College, he or she is eligible for the Middlebury B.A. after successful completion of the first year of study in a graduate-level program, or upon receipt of a B.S. degree in engineering.

Junior Year Abroad. Interested students should discuss their plans early with their faculty advisers and Dean Lindholm.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department.

Williams College-Mystic Seaport Program in American Maritime Studies. As many as six Middlebury students a year may spend a semester studying man's relationship with the sea at the nation's leading maritime museum. Interested students should be in touch with the Dean of Students' office.

Institute for Architecture and Urban Studies. Up to four Middlebury students a year may take advantage of a two-term program of urban planning, introductory structures, architectural design and architectural planning at the Institute for Architecture and Urban Studies in New York City. Professor Andres in the Art Department will provide interested students with further information on the program.

St. Hugh's College/Oxford. A junior woman majoring in English, and one majoring in a social science and wishing to study philosophy, politics and economics, may be accepted for a one-year program of study at St. Hugh's College at Oxford. Interested students should be in touch with Dr. Cubeta.

Exchange Programs. Middlebury has an arrangement with Berea College in Kentucky, St. Olaf's College in Minnesota and M.I.T. for one-to-one student exchanges during Winter Term and with Swarthmore College during fall and spring terms. For information see the Dean of Students.

Independent Scholar Program. The purpose of this program is to allow the student of demonstrated motivation and ability to define individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. It is the normal expectation that students will apply for Independent Scholar status in the sophomore or junior year. Students interested should consult the chairman of the Independent Scholar Committee.

Teacher Education Program. Middlebury offers an interdisciplinary program of courses to prepare interested students to teach elementary or secondary school by introducing them to the appropriate areas of scholarship in history, philosophy, psychology, and sociology in addition to courses offered in Teacher Education. For a complete description of this program, see Teacher Education course listings.

American Studies. Programs are offered to provide students the opportunity to work in related aspects of American culture. The departments which serve as core departments for these programs are: Political Science, Sociology-Anthropology, American Literature, and History. For complete descriptions of these programs see the Program in American Studies in the course description section of this catalogue.

Classical Studies. This interdisciplinary program offers a broad, rigorous general education based on the careful study of fundamental Classical works. For a complete description, see Classical Studies in the course description section of this catalogue.

East Asian Studies. Interdisciplinary in nature, this program focuses on the exploration of connections among art and literature, history, intellectual heritage, social organization and cultural values of the East Asian peoples. For a complete program description, see East Asian Studies in the course description section of this catalogue.

Environmental Studies. Middlebury offers an interdisciplinary major in Environmental Studies, with fields of emphasis in ecology, environmental chemistry, environmental geology, human ecology, environmental physics, and environmental economics. Interested students should consult Professor H. E. Woodin, Coordinator of Environmental Studies, about specific course requirements. This program is best started in the freshman year.

Literary Studies. This program draws upon the resources of individual language and literature departments, enabling students both to achieve a broad awareness of major Western and Chinese literatures and to master a single body of literature limited to a particular language, period or genre. See Literary Studies in the course section of this catalogue for a complete description of the program.

Northern Studies. The goal of this program is to provide students with a strong multidisciplinary course of study in the rapidly developing field of Northern Studies. For a complete description of the program, see Northern Studies in the course description section of this catalogue.

FOUNDATIONS COURSES

Each student must pass at least one foundations course in each of three divisions before the end of his or her sophomore year. (Students may take more courses which are designated as foundations courses.) A list of foundations courses arranged by division follows. The descriptions of these courses will be found among the departmental listings where foundations courses are identified with an *(asterisk). Bracketed courses will not be offered in 1982-83.

Foreign Languages Division

[CL 115 Introduction to Greek Archaeology]
[CL 121 The Classical Tradition of the Liberal Arts and Sciences]
[CL 150 The Ancient Epic]
CL 216 History of Greece. Spring.
FL 201 Introduction to Linguistics. Fall.
[FL 251 Literature and Revolution]
[#FL 252 The Art of Cinema]
FL 266 Versions of the Foreign. Fall.
FR 115 Realism: French Fiction from Stendhal to Proust. Spring.
RU 151 Russian Literature's Golden Age (1830-1880). Fall.
RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880-Present). Spring.
SI 231 Captains, Kings and Caudillos. Fall.
SI 290 Dante: The Divine Comedy (in English). Fall.

Humanities Division

AL 101 The American Character in Literature. Fall, Spring.
AR 101 An Introduction to Art and Art History. Fall.
EL 110 Continental Fiction. Spring.
[EL 111 European Drama: Renaissance to Modern]
[EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]
[MU 101 Introduction to Musical Styles]
MU 105 Perspectives of Music. Fall.
[MU 109 Rudiments of the Musical Language]
PA 102 The Good and the True. Fall.
PA 170 The Way to Reason. Spring.
PA 180 Introduction to Modern Logic. Fall.
RE 105 Introduction to the English Bible. Spring.
RE 110 Introduction to Western Religious Life and Thought. Spring.
RE 115 Introduction to Eastern Religious Life and Thought. Fall.
RE 220 The Shaping of American Religious Life. Fall.
TH 116 The Creative Process: Theater, Dance, Film. Fall, Spring.
#TH 117 Film Form and Film Sense. Fall, Spring.

Natural Sciences Division

BI 100 Evolution by Natural Selection: Historical Development and Current Status of an Idea. Spring.

BI 125 Introduction to Biological Principles. Fall
[CH 110 Chemistry — The Formative Years: 1800-1915]
GL 102 Dynamic Earth. Spring.
GL 171 Global Tectonics. Fall.
MA 103 Introduction to Computers. Spring.
MA 105 Finite Mathematics: Probability, Statistics and Matrices. Fall.
[MA 107 Foundations of Mathematics]
[MA 227 Set Theory]
PH 101 The Nature of Things: Physical Reality and Human Thought. Spring.
PH 155 Introduction to the Universe. Fall.

Social Sciences Division

GG 100 Geography: A Modern Synthesis. Fall, Spring.
HI 103 Turning Points in Early Modern History. Fall.
HI 104 Modern Revolutions. Spring.
PS 101 Introduction to Political Science. Fall.
PS 107 Politics and the Studies of Politics. Spring.
SA 105 Social Man and Social Order: Issues in Freedom and Constraint. Fall, Spring.

#No student may take both FL 252 and TH 117 for Foundations Course credit.

CONCENTRATIONS

The following is a list of concentrations proposed by the faculty. A concentration consists of four or more courses governed by a general principal. Each student who satisfies his or her graduation requirements in part by taking a concentration, chooses or designs a concentration which involves work substantially different from that of his or her major division. The student's concentration must be approved by the Curriculum Committee before the end of his or her sophomore year. Every concentration on the following list will be considered approved, the only question for the Curriculum Committee being whether it is an appropriate concentration for a student with a particular major. In addition, students may propose concentrations of their own design, which will be considered individually for approval by the Curriculum Committee.

Interdisciplinary and Interdepartmental

CN 001 American Religious History

1. HI 203-HI 204 United States History
2. RE 306 The Puritan Tradition in America
3. RE 308 Seminar in American Religious History
4.*RE 220 The Shaping of American Religious Life

CN 002B Applied Mathematics in Biology

1.*MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I
3.*BI 125 Introduction to Biological Principles
4. BI 225 Human Genetics

CN 003 Applied Mathematics in Physics

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism
5.*PH 155 An Introduction to the Universe *or*
[PH 266 Contemporary Astronomy and Astrophysics]

CN 004B Asian Studies

Any four courses from the list below, concentrating either on 1) a particular country (e.g.,

China), or 2) a particular issue (e.g., Social Structure and Social Change in Asia.) Please discuss with your adviser:

AR	204	The Art of China
[FL	220	Modern Asian Fiction in Translation]
GG	330	South and East Asia
HI	207	Imperial China
HI	424	Communism in China
PS	220	Asian Politics
PS	404	The Global Political Economy
RE	210	The Buddhist Tradition
SA	335	Chinese Society and Culture

CN 005A Basic Neurosciences

1. PY	301	Physiological Psychology
2. BI	220	Comparative Chordate Morphology
3. BI	320	Comparative Animal Physiology
4. BI	350	Cellular Biology

CN 008C Chinese Studies

1-2. CS 201-202

3-4. Any two courses selected from the list of courses which may be counted toward the East Asian Studies major (including HI 207) providing that neither of these two courses is from the same division in which the students is taking his/her major. These two courses may not be Chinese language courses such as CS 101-2, 301-2, 401-2, but may be literature courses where appropriate.

CN 114 The Classical Heritage: Philosophy and Religion

Any four of the following:

[*HM	150	Foundations of the Western Intellectual Tradition]
[*CL	121	The Classical Tradition of the Liberal Arts and Sciences]
PA	247	Ancient Greek Philosophy
PS	317	Classical Political Philosophy
*RE	110	Introduction to Western Religious Life and Thought
CN	136	The Classical Heritage: Literature and History

Any four of the following:

[CL	115	Introduction to Greek Archaeology]
[CL	116	History of Greece]
[CL	150	Ancient Epic]
CL	152	Greek Tragedy *or* EL 227 Greek Drama
[AR	311	Ancient Art]
AR	312	Roman Art

CN 012C Cultures in Transition

1. HI	205	The Foundations of Modern Africa
2. HI	206	Modern Africa
3. SA	326	Latin American Society and Culture
4. PY	411	Contemporary Issues in Psychology
5. GG	352	The Geography of Development

CN 014A Early Church History to the Reformation

1.*HM	150	Foundations of Western Intellectual Traditions
2. [HI	325	The Civilization of the Dark Ages]
3. [HI	326	The Medieval Outlook]
4. HI	327	Europe in the Renaissance
5. HI	328	The Reformation

CN 015 Econometrics

1.*MA	105	Finite Mathematics
2. MA	112	Mathematical Analysis I

3. EC 210 Economic Statistics
4. EC 410 Econometrics

CN 016A Environmental Science

1. NS 150 Environmental Science
2. GL 112 Environmental Geology
3. BI 190 General Ecology
4. GG 354 Weather and Climate
5. EC 365 Environmental Economics

CN 017 Foundations of Mathematics

1.[*MA 107 Foundations of Mathematics]
2. MA 112 Mathematical Analysis I
3. MA 113 Mathematical Analysis II
4. [PA 236 Philosophy of Mathematics]
5. [PA 280 Intermediate Logic]

CN 018C Imperialism

1. HI 413 Writing and Research, Imperialism
2. HI 206 Modern Africa
3. PS 318 Political Philosophy
4. PS 220 Asian Politics *or*
   PS 404 The Global Political Economy

CN 020A Mathematics, Economics and Models

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. EC 150 Introductory Economics (Macro) *or*
   EC 155 Introductory Economics (Micro)
4. MA 315 Mathematical Models in the Social Life and Management Sciences *or*
   MA 318 Selected Topics in Operations Research
5. EC 355 Microeconomic Theory

CN 021A Personality and Its Determinants

1. [SA 351 Psychological Anthropology]
2. SA 352 Social Psychology
3. PY 204 Personality Psychology
4. PY 225 Child Psychology

CN 022 Quantum Revolution in Physics and Chemistry

1. CH 101 Fundamentals of Chemistry
2. PH 109 Mechanics and Thermodynamics
3. MA 112 Mathematical Analysis I
4. MA 200 Linear Algebra
5. CH 452 Physical Chemistry III

CN 024A Renaissance Culture

1. [EL 303 English Literature of the 16th Century]
2. HI 327 Europe in the Renaissance
3. [AR 201 Art of the Italian Renaissance]
4. EL 321 Shakespeare *or*
   EL 224 Medieval and Renaissance Drama

CN 025C Revolutions

1.*HI 104 Modern Revolutions
2. HI 427 Themes in Modern European History
3. PS 220 Asian Politics *or* PS 227 Soviet Politics
4. [*FL 251 Literature and Revolution]

CN 027B The Soviet World

Any four of the following:

[EC	335	Comparative Economic Systems]
HI	313	Russian History to the Great Reforms
HI	314	Russian History from the Great Reforms to the Present
[PS	227	Soviet Politics]
[PS	328	Comparative Communism]
[PS	408	United States/Soviet Union Relations]
*RU	151	Russian Literature's Golden Age (1830-1880)
*RU	152	Russian Modernism

CN 028C Third World Studies

1. HI	206	Modern Africa
2. PS	220	Asian Politics
3. PS	404	The Global Political Economy
4. HI	210	Modern Middle East History
5. GG	330	South and East Asia

CN 110A International Politics in an Historical Perspective

1. HI	315	History of Modern Europe (1815-1900)
2. HI	316	History of Modern Europe (1900-1968)
3. PS	201	International Politics
4. [PS	408	Seminar on United States-Soviet Relations]
5. PS	412	Seminar on Diplomacy

CN 111A Society and Culture in Modern Europe

Any four of the following:

AR	305	Painting and Sculpture of Nineteenth Century Europe
*EL	110	Continental Fiction
HI	315	History of Modern Europe (1815-1900)
HI	316	History of Modern Europe (1900-1968)
HI	427	Themes in Modern European History

Departmental

AMERICAN LITERATURE

CN 029B Literature and the American People

1.*AL	101	The American Character in Literature
2. AL	201	American Literature (1620-1830)
3. AL	301	The Nineteenth Century American Novel *or*
AL	302	The Twentieth Century American Novel
4. AL	440	Regionalism in American Literature *or*
AL	420	American Culture (1941-1961)

CN 030B Literary Genres

1. AL	102	The American Short Story
2. AL	301	The Nineteenth Century American Novel
3. AL	302	The Twentieth Century American Novel
4. AL	304	Modern American Poetry

CN 031A Literary History

1. AL	201	American Literature (1620-1830)
2. AL	202	American Literature (1830-1860)
3. AL	203	American Literature (1860-1940)
4. AL	204	Recent American Literature

ART

CN 033 The Art of Europe, Renaissance and Baroque

1.*AR 101 Introduction to Art
2.[AR 201 Art of the Italian Renaissance]
3-4. Any two additional courses in the Art of Europe, 1100-1700
5. A seminar or 500's project in the art of this period

CN 034 Modern Art

1.*AR 101 Introduction to Art
2-4. Any three additional courses in the art of mid-18th century to the present
5. A seminar or 500's project in the art of this period

CN 036A Studio Art

1. AR 102 Modern Art
2. AR 209 Studio Art I
3. AR 210 Studio Art II
4-5. *One of the following two-term sequences in studio:*
AR 309-310 Painting
AR 205-206 Figure Drawing
AR 315-316 Printmaking
AR 319-320 Sculpture

BIOLOGY

CN 037B Environmental Biology

1.*BI 125 Introduction to Biological Principles *or*
*BI 100 Evolution by Natural Selection
2. BI 203 Botany
3. BI 190 General Ecology
4. BI 201 Invertebrate Biology *or*
BI 311 Ecosystem Analysis *or*
[BI 316 Animal Behavior]

CN 038A General Biology

1.*BI 125 Introduction to Biological Principles
2. BI 225 Human Genetics
3. BI 205 Developmental Biology *or*
BI 203 Botany
4. BI 201 Invertebrate Biology *or*
[BI 316 Animal Behavior] *or*
BI 220 Comparative Chordate Morphology

CN 039A Biology of Molecules

1.*BI 125 Introduction to Biological Principles
2. CH 103 Fundamentals of Chemistry I
3. CH 241 Organic Chemistry I
4. BI 314 Molecular Genetics
5. BI 250 Organelles and Cells

CN 040B Physiological Biology

1.*BI 125 Introduction to Biological Principles
2. BI 250 Organelles and Cells
3. BI 303 Plant Physiology *or*
BI 230 Microbiology
4. BI 320 Comparative Animal Physiology

CHEMISTRY

CN 041B Biochemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 422 Biochemistry
5. CH 421 Biochemistry *or*
   [CH 322 Experimental Biochemistry]

CN 042A Cellular Structure and Function

1. CH 103 Fundamentals of Chemistry I
2.*BI 125 Introduction to Biological Principles
3. CH 241 (247) Organic Chemistry I
4. BI 250 Organelles and Cells

CN 043A Environmental Chemistry

1. NS 150 Environmental Science
2. CH 103 Fundamentals of Chemistry I
3. CH 104 (106) Fundamentals of Chemistry II
4. CH 241 (247) Organic Chemistry I

CN 044A Inorganic Chemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 104 (106) Fundamentals of Chemistry II
3. CH 351 (357) Physical Chemistry I
4. CH 412 Advanced Analytical Chemistry *or*
   CH 431 Advanced Inorganic Chemistry

CN 045A Molecular Biology

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4.*BI 125 Introduction to Biological Principles
5. BI 314 Molecular Genetics

CN 046 Organic Chemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 341 (347) Organic Chemistry III *or*
   [CH 443 Advanced Organic Chemistry] *or*
   CH 442 Advanced Organic Chemistry

CLASSICS

CN 115 Classical Greek

Four courses in Greek beyond the intermediate level

CN 142 Classical Latin

Four courses in Latin beyond the intermediate level

CN 116 Greek Language and Literature in Translation

1. CL 303 Greek Poetry
2. CL 304 Greek Prose

3-4. *Two of the following:*

[*CL 150 The Ancient Epic] *or*
EL 211 Classics of Literature: The Ancient Epic
*CL 216 History of Greece
CL 152 Greek Tragedy *or*
EL 227 Greek and Roman Drama
PA 247 Ancient Greek Philosophy
PS 317 Classical Political Philosophy

CN 143 Classical Civilization

1.[*CL 150 The Ancient Epic] *or*
EL 211 Classics of Literature: The Ancient Epic
2.[CL 121 The Classical Tradition of the Liberal Arts and Sciences] *or*
PA 247 Ancient Greek Philosophy
3-4. *Two of the following:*
*CL 115 Introduction to Greek Archaeology
CL 152 Greek Tragedy *or*
EL 227 Greek and Roman Drama
*CL 216 History of Greece
CL 217 Roman History

ECONOMICS

MA 115 is a prerequisite for all Economics concentrations

CN 047 Economic Theory

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 350 Macroeconomic Theory
4. EC 355 Microeconomic Theory
5. One applied course at the 400 level (EC 410 is not considered an applied course)

CN 048A Public Sector Economics

1. EC 155 Introductory Economics (Micro)
2. EC 210 Economic Statistics
3. EC 355 Microeconomic Theory
4. EC 360 Urban Economics and the Economics of Urban Problems *or*
EC 365 Environmental Economics
5. EC 470 Public Finance

CN 049A Industrial Economics

1. EC 155 Introductory Economics (Micro)
2. EC 355 Microeconomic Theory
3. EC 460 Industrial Organization
4. EC 315 Accounting
5.[EC 380 Radical Economics] *or*
EC 320 The Corporation

CN 050B International Economics

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 210 Economic Statistics
4. EC 350 Macroeconomic Theory *or*
EC 355 Microeconomic Theory
5. EC 440 The Economics of International Trade *or*
EC 445 International Finance

CN 051B Monetary Economics

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 350 Macroeconomic Theory
4. EC 445 International Finance
5. EC 475 Monetary Theory and Financial Institutions

CN 144 Economics of Human Resources

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 210 Economic Statistics
4. EC 355 Microeconomic Theory

5. EC 385 Labor Economics
6. EC 430 Inequality and Poverty

CN 145 Comparative Economics

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. [EC 335 Comparative Systems]
4. EC 350 Macroeconomic Theory
5. EC 355 Microeconomic Theory
6. EC 450 History of Economic Thought

CN 146 History of Economic Thought

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 350 Macroeconomic Theory
4. EC 355 Microeconomic Theory
5. EC 380 Radical Economics
6. EC 450 History of Economic Thought

ENGLISH

CN 052B Creative Writing: Poetry

1. EL 175 The Structure of Poetry
2. EL 275 Intermediate Workshop Poetry
3. [EL 212 Modern British Poetry] *or*
   EL 313 English Romanticism *or*
   AL 304 Modern American Poetry *or*
   [AL 305 Contemporary American Poetry]
4. EL 460 Seminar *or*
   an additional course from group 3

CN 053C Creative Writing: Fiction and Nonfiction

1. EL 107 The Essay *or*
   EL 170 The Structure of Fiction
2. EL 270 Intermediate Workshop: Fiction *or*
   [EL 260 Intermediate Workshop: Nonfiction]
3. EL 207 Nineteenth Century English Fiction *or*
   EL 208 The Twentieth Century English Novel *or*
   AL 301 The American Novel *or*
   AL 302 The American Novel *or*
   [AL 303 The American Short Story] *or*
   AL 410 Contemporary American Fiction
4. EL 460 Seminar *or*
   an additional course from group 3

CN 054B Dramatic Literature

1. [EL 227 Greek Drama] *or*
   CL 152 Greek Tragedy and Its Influence *or*
   CL 155 Greek and Roman Comedy
2. EL 224 Medieval and Renaissance Drama
3. EL 321 Shakespeare
4. TH 326 Modern Drama *or*
   EL 229 Modern British Drama

CN 056 The Novel

Any four of the following

[EL 206 The Early Novel]
*EL 110 Continental Fiction
*EL 207 Nineteenth Century Fiction
EL 208 The Twentieth Century English Novel

AL 301 The American Novel
AL 302 The American Novel

FRENCH

CN 058 French Language and Literature

1. *One of the following:*
   FR 205 Toward Liberated Expression *or*
   FR 215 Writing in French
2-3. *Two of the following:*
   FR 207 Introduction to French Poetry *or*
   FR 208 Introduction to French Theater *or*
   FR 209 Introduction to French Prose
4. One Literature course at the 300 level

CN 118C French Civilization

1. FR 206 Introduction to Contemporary France
2. *One of the following:*
   FR 208 Introduction to French Theater *or*
   FR 209 Introduction to French Prose
3. FR 222 Facets of a Changing France
4. *One of the following:*
   [FR 310 Literature and Society in the Ancien Regime] *or*
   FR 312 The French Novel in the Age of Enlightenment *or*
   FR 313 French Civilization in the Twentieth Century *or*
   FR 315 Nineteenth Century Novel *or*
   FR 321 French Classical Theater *or equivalent in France*

CN 119B French Literature

1-2. *Two of the following:*
   FR 207 Introduction to French Poetry
   FR 208 Introduction to French Theater
   FR 209 Introduction to French Prose
3-4. Two literature courses at the 300 level *or equivalent in France*

GEOGRAPHY

CN 120 Geographical Analysis of Human Activity

1. GG 100 Geography: A Modern Synthesis
2. GG 260 Human Geography
3. GG 351 The Urban World: Patterns, Problems and Policies
4. GG 352 The Geography of Development

CN 121 Human Activity in the Physical Environment

1. GG 100 Geography: A Modern Synthesis
2. GG 250 Physical Earth Processes
3. [GG 353 Natural Hazards]
4. GG 354 Weather and Climate

GEOLOGY

CN 064C Geologic Environment

1. GL 112 Environmental Geology *or*
2. GL 161 Oceanography
3. GL 252 Geomorphic Processes
4. GG 250 Physical Earth Processes *or*
   GL 461 Stratigraphy and Paleontology

CN 065A Structural Geology

1. GL 102 Dynamic Earth *or*
   GL 171 Global Tectonics
2. GL 201 Bedrock Geology of Vermont
3. GL 381 Structural Geology
4. GL 392 Igneous Petrology *or*
   GL 482 Geophysics (Physics of Earth) *or*
   GL 500 Independent Study

CN 139 Northern Studies, Geology Track

1. GL 161 Oceanography
2. GL 112 Environmental Geology
3. GL 252 Geomorphic Processes
4. GL 201 Bedrock Geology of Vermont

(GL 102 Dynamic Earth *or* GL 171 Global Tectonics may be substituted for GL 161 *or* GL 112)

CN 140 Marine Geology

1. GL 161 Oceanography
2. GL 342 Marine Geology
3. GL 461 Stratigraphy and Paleontology
4. GL 252 Geomorphic Processes *or*
   GL 500 Independent Study

GERMAN

CN 068 German Language and Literature

1. GN 201 Intermediate German
2. GN 202 Advanced German

3-4. Two courses numbered 300 or higher. These courses may be taken in the German department or in the Middlebury College German School during the summer.

HISTORY

CN 069B American History

1. HI 203 US History (1492–1861)

2-4. *Three of the following:*

HI 204 US History (1861–Present)
[HI 303 Era of the American Revolution (1763–1800)]
HI 304 Jeffersonian and Jacksonian America (1800–1848)
HI 305 Twentieth Century America (1900–1940)
HI 306 Twentieth Century America (1941–1980)
HI 307 Black History
[HI 308 American Intellectual History]
[HI 311 American Diplomatic History]
[HI 380 The Era of the Civil War and Reconstruction]

5. HI 435 Readings in American History

CN 071A Modern Europe

1.*HI 103 Turning-points in Early Modern History
2.*HI 104 Modern Revolutions

3-4. *Two of the following:*

[HI 215 British History]
HI 314 Russian History from the Great Reforms to the Present
HI 315 History of Modern Europe (1815–1900)
HI 316 History of Europe (1900–1968)
[HI 317 History of France from the Old Regime to the Twentieth Century]
HI 319 History of Germany from 1648 to the Twentieth Century

5. [HI 421 Germany (1918–1933)] *or*
   HI 427 Themes in Modern European History

CN 072 The Rise of Europe

1.*HI 103 Turning-points in Early Modern History
2. HI 313 Russian History to the Great Reforms
3-4. *Two of the following:*
[HI 325 Civilization of the Dark Ages]
[HI 326 The Medieval Outlook]
HI 327 Europe in the Renaissance
HI 328 The Reformation

MATHEMATICS

CN 073 Applications

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. [MA 315 Mathematical Models in the Social and Management Sciences]
4. [MA 318 Selected Topics in Operations Research]

CN 074B Analysis

1. MA 112 Mathematical Analysis
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 200 Linear Algebra

CN 075B Axiomatic Mathematics

1.*MA 107 Foundations of Mathematics *or*
*MA 227 Set Theory
2.*MA 105 Finite Mathematics
3. MA 200 Linear Algebra
4. MA 411 Elementary Topology

CN 076B Computer Science

1. MA 213 Computer Programming I
2. MA 223 Computer Programming II
3. MA 325 Data Structures and File Processing
4. MA 200 Linear Algebra *or*
[MA 310 Probability] *or*
[MA 311 Statistics] *or*
MA 315 Mathematical Models in the Social, Life and Management Sciences *or*
MA 318 Selected Topics in Operations Research *or*
[MA 323 Computer Systems and Assembly Language Programming]

CN 077 Discrete Mathematics

1.*MA 105 Finite Mathematics
2. MA 200 Linear Algebra
3. [MA 220 Graph Theory and Combinatorics]
4. [MA 321 Elementary Number Theory]

CN 078 Probability

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 310 Probability

MUSIC

A concentration in Music shall consist of four courses at least two of which shall be in different areas of the discipline: performance, history or theory. At least one course of the four shall be at the 300 or 400 level. The following list does not exhaust the possible Music concentrations:

CN 079A Music

1.[*MU 209 Rudiments of the Musical Language]
2. MU 220 *or* MU 221 Survey of Music History
3. [MU 324 Music in the Romantic Era] *or*
   MU 340 Beethoven and the New Currents of the Nineteenth Century
4. MU 306 Performance

CN 081B Music: History

1. MU 220 Survey of Music History
2. MU 221 Survey of Music History
3. [MU 325 Music in the 20th Century]
4. MU 209 Theory

CN 082A Music: Performance

1. MU 306 Performance
2. MU 307 Performance
3. MU 500 Independent Project in Recital
4. MU 220 *or* MU 221 Survey of Music History

CN 083A Music: Theory

1. MU 209 Theory
2. MU 210 Theory
3. MU 309 Analysis
4. MU 220 *or* MU 221 Survey of Music History

PHILOSOPHY

CN 084B Contemporary Philosophy

1. PA 223 Introduction to Contemporary Philosophy
[2. PA 207 Contemporary Moral Problems]
3. PA 352 Philosophy of Mind *or*
   PA 354 Philosophy of Language *or*
   PA 704 Senior Seminar, when appropriate
4. PA 180 Introduction to Modern Logic

CN 085C History of Philosophy

1.*PA 102 The Good and the True *or*
   PA 247 Ancient Greek Philosophy
2. PA 250 History of Early Modern Philosophy
3. PA 223 An Introduction to Contemporary Philosophy
4. PA 205 Human Nature and Ethics *or*
   [PA 255 Kierkegaard, Marx and Nietzsche]

CN 086C Logic and Philosophy of Science

1. PA 180 Introduction to Modern Logic
2. PA 353 Philosophy of Science
3. PA 223 Introduction to Contemporary Philosophy *or*
   [PA 351 Theory of Knowledge]
4. PA 280 Intermediate Logic *or*
   PA 354 Philosophy of Language

CN 087C Value Theory: Ethics, Aesthetics, and Political Philosophy

1. PA 205 Human Nature and Ethics *or*
   [PA 207 Contemporary Moral Problems]
2. PA 307 Twentieth Century Ethics
3-4. *Two of the following:*
   PA 213 Philosophy of Religion
   PA 233 Aesthetics
   PS 317 Classical Political Philosophy
   PS 318 Political Philosophy: Modernity

PHYSICS

CN 088 Physics

1. Any foundations course in Physics
2. MA 112 Mathematical Analysis I
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism

POLITICAL SCIENCE

CN 089 American Foreign Policy

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2. PS 201 International Politics
3. PS 311 American Foreign Policy
4. [PS 408 United States/Soviet Union Relations] *or*
   PS 412 Seminar on Diplomacy

CN 122B American Politics

1. PS 102 The American Political Regime
2-3. Two lecture courses at the 200 or 300 level
4. A Seminar in American government

CN 123B Comparative Politics

1. PS 103 Introduction to Comparative Politics
2-3. *Two of the following:*
   PS 220 Asian Politics
   PS 225 West European Politics
   [PS 227 Soviet Politics]
   [PS 328 Comparative Communism]
4. PS 404 The Global Political Economy *or*
   PS 406 Politics in France

CN 124A European Politics

1. PS 225 West European Politics
2. *HI 104 The Formation of the Nation State in Western Europe *or*
   HI 315 History of Modern Europe (1815–1900) *or*
   HI 316 History of Modern Europe (1900–1968)
3. [PS 227 Soviet Politics] *or*
   [PS 328 Comparative Communism]
4. PS 406 Politics in France

CN 091C International Relations

1. PS 201 International Politics
2. [PS 202 Contemporary International Politics] *or*
   PS 311 American Foreign Policy
3. PS 200 Empirical Political Analysis
4. [PS 408 U.S.–Soviet Relations] *or*
   PS 412 Seminar on Diplomacy

CN 093B Matter and Manner in the Studies of Politics

1. *PS 101 Introduction to Political Science *or*
   *PS 107 Politics and the Studies of Politics
2. PS 317 Classical Political Philosophy *or*
   PS 318 Political Philosophy: Modernity
3. PS 200 Empirical Political Analysis
4. PS 409 Seminar in Political Philosophy

CN 094B Political Philosophy

1. *PS 101 Introduction to Political Science *or*

*PS 107 Politics and the Studies of Politics
2. PS 317 Classical Political Philosophy
3. PS 318 Political Philosophy: Modernity
4. PS [401] *or* PS 409 Seminar in Political Philosophy

CN 125A Politics, Philosophy and Law

1.*PS 101 Introduction to Political Science *or*
*PS 107 Politics and the Studies of Politics
2. PS 102 The American Political Regime
3. PS 305 American Constitutional Law: Principles and Structure *or*
[PS 306 American Constitutional Law: Individual Rights] *or*
[PS 401 Seminar in Political Philosophy: Liberalism and Marxism] *or*
PS 402 Seminar in American Government: Constitutionalism and Liberalism
4. PS 317 Classical Political Philosophy *or*
PS 318 Political Philosophy: Modernity *or*
PS 409 Seminar in Political Philosophy

CN 126A The Superpowers in World Politics

1. PS 201 International Politics
2. PS 311 American Foreign Policy
3. HI 306 Twentieth Century America (1941–1980) *or*
HI 314 Russian History from the Great Reforms to the Present *or*
[PS 227 Soviet Politics]
4. [PS 408 US/Soviet Relations] *or*
PS 412 Seminar on Diplomacy

CN 127C European Diplomacy

1. PS 201 International Politics
2. PS 225 West European Politics
3. HI 315 History of Modern Europe (1815–1900) *or*
HI 316 History of Modern Europe (1900–1968)
4. [PS 408 U.S.–Soviet Relations] *or*
PS 412 Seminar on Diplomacy

PSYCHOLOGY

CN 141 Experimental Psychology

1. PY 105 Introduction to Psychological Thought
2. PY 201 Logic of Statistical Analysis *or*
[NS 106 Introduction to Statistical Science]
3. *Any two of the following:*
PY 203 Social Behavior
PY 207 Conditioning and Learning
PY 208 Memory and Conceptual Processes
PY 301 Physiological Psychology

CN 128A Personality/Social Psychology

1. PY 105 Introduction to Psychological Thought
2. *Any three of the following:*
PY 203 Social Behavior
PY 204 Personality Psychology
PY 225 Child Psychology
*SA 105 Social Man and Social Order: Issues in Freedom and Constraint
SA 352 Social Psychology

CN 129C Psychology of Human Behavior

1. PY 105 Introduction to Psychological Thought
2. *Any three of the following:*
PY 203 Social Behavior

PY 204 Personality Psychology
PY 208 Memory and Conceptual Processes
PY 225 Child Psychology
PY 305 Cognitive Development

RELIGION

CN 101A Philosophy of Religion

1.*RE 110 Introduction to Western Religious Life and Thought
2. PA 213 Philosophy of Religion
3. RE 301 Modern Views of God and Religious Life: 19th Century
4. RE 302 Modern Views of God and Religious Life: 20th Century

CN 130B Comparative Religion

1.*RE 110 Introduction to Western Religious Life and Thought
2.*RE 115 Introduction to Eastern Religious Life and Thought
3. RE 303 Theories of Religion *or*
RE 312 Buddhist and Christian Enlightenment
4. RE 340 Seminar in the History of Religions

CN 131A Asian Religions

1.*RE 115 Introduction to Eastern Religious Life and Thought
2. *Any three of the following:*
RE 209 The Hindu Tradition
RE 210 The Buddhist Tradition: India and Tibet
RE 211 The Buddhist Tradition: China and Japan
RE 215 Shinto: Japanese Indigenous Religious Beliefs
RE 311 Buddhist Philosophy

CN 132A Buddhism

1. RE 210 The Buddhist Tradition: India and Tibet
2. RE 211 The Buddhist Tradition: China and Japan
3. RE 311 Buddhist Philosophy
4. RE 312 Buddhist and Christian Enlightenment

CN 133B The Christian Tradition

1.*RE 105 Introduction to the English Bible *or*
RE 281 Studies in the New Testament
2. RE 204 The Jewish, Christian and Islamic Traditions *or*
RE 220 The Shaping of American Religious Life
3. HI 328 The Reformation
4. RE 301 Modern Views of God and Religious Life: 19th Century *or*
RE 302 Modern Views of God and Religious Life: 20th Century

CN 147 Western Religious Thought

1. RE 110 Introduction to Western Religious Life and Thought
2. RE 204 The Jewish, Christian and Islamic Traditions *or*
RE 220 The Shaping of American Religious Life
3.-4. *Any two of the following:*
RE 301 Modern Views of God and Religious Life: The 19th Century
RE 302 Modern Views of God and Religious Life: The 20th Century
RE 304 Modern Jewish Thought

RUSSIAN

CN 102 Russian

1. RU 101 -102 Beginner's Russian (2 semesters)
2. RU 201 -202 Intermediate Russian (2 semesters)
3.*RU 151 Russian Literature's Golden Age (1830–1880) (in English)
4. RU 321 Soviet Man and His World

CN 103A Russian Literature in Translation

Any four of the following:

*RU	151	Russian Literature's Golden Age (1830–1880)
*RU	152	Revolutionary Literature in a Revolutionary Society
RU	351	Dostoevsky
[RU	352	Tolstoy]
[RU	354	Chekhov]
RU	356	Russian Literature of the 60's and 70's

SOCIOLOGY–ANTHROPOLOGY

CN 104A Comparative Cultures

Any four of the following:

[SA	321	Native Peoples of North America]
SA	322	Native Peoples of South America
[SA	326	Latin American Society and Culture]
SA	330	Perspectives of American Society and Culture
SA	335	Chinese Society and Culture
SA	343	American Community Studies
SA	354	Ethnic Groups in the United States

CN 105B Sociology of Organizations

Any four of the following:

SA	315	Sociology of Education
SA	345	Work, Leisure and Sport
[SA	360	Bureaucracy and Authority]
SA	385	Medical Sociology
SA	387	Sociology of Law

CN 134A Simple and Complex Institutions

Any four of the following:

SA	315	Sociology of Education
[SA	337	Political Sociology]
SA	345	Work, Leisure, and Sport
SA	380	The Anthropology of Religion
[SA	385	Medical Sociology]
SA	387	Sociology of Law
SA	392	Sociology of the Family

CN 135B Social Groups in American Society

Any four of the following:

[SA	316	Sociology of Youth]
SA	330	Perspectives of American Society and Culture
SA	343	American Community Studies
SA	354	Ethnic Groups in the United States
SA	370	Sociology of Inequality
SA	390	Sociology of Women
SA	391	Advanced Topics in the Sociology of Women

SPANISH/ITALIAN

CN 106C Hispanic Tradition in Literature

1. SI	201	Intermediate Spanish
2. SI	219	Self-Expression in Spanish
3. SI	301	The Hispanic Tradition in Literature: Spain
4. SI	303	The Hispanic Tradition in Literature: Hispanic America

CN 107C Hispanic Literature

1. SI	201	Intermediate Spanish

2. SI 219 Self-Expression in Spanish
3. SI 300 An Introduction to the Study of Hispanic Literature
4. Any advanced literature course

TEACHER EDUCATION

CN 112A Elementary Education

1. TE 200 Foundations of Education *or* the equivalent
2. TE 205 Methods of Teaching Language Arts in the Elementary School
3. TE 210 Methods of Teaching Mathematics in the Elementary School
4. TE 404 Curriculum Development in the Elementary School
5. TE 405–406–407 Student Teaching

CN 112B Secondary Education

1. TE 200 Foundations of Education *or* the equivalent
2. TE 220 Teaching Reading and Study Skills in Secondary School Subjects
3. TE 414 Problems and Methods in Secondary Education
4. TE 415–416–417 Student Teaching

THEATRE, DANCE AND FILM

CN 108A Acting and Directing

1.*TH 116 The Creative Process: Theatre, Dance, Film
2. TH 102 Acting I
3. TH 214 Directing I
4. TH 326 Modern Drama
5. TH 210 *or* TH 220 Production Studios *or*
   TH 500 Independent Project

CN 109 Stage Design

1.*TH 116 The Creative Process: Theatre, Dance, Film
2. TH 213 Stages and Lighting Design
3. TH 221 Scene Design *or*
   [TH 325 Costume Design]
4. TH 219 *or* 229 *or* TH 500, Production Studio *or* Independent Project
4. TH 326 Modern Drama

CN 148 Dance

1. TH 325 Dance History
2. TH 216 Anatomy and Kinesiology *or*
   TH 240 Movement Intentionality
3. *Any three of the following:*
   TH 160/161 Beginning Dance
   TH 260/261 Intermediate Dance
   TH 360/361 Advanced Dance

CN 149 Film

1. TH 117 Film Form and Film Sense *or*
   FL 252 The Art of Cinema
2. FR 350 The French Cinema *or*
   SI 375 The Italian Cinema
3. *Any two of the following:*
   TH 217 Independent and Personal Cinema
   TH 227 Cinema after World War II
   TH 327 The Films of Antonioni
   TH 317 Film and Modernism

*Foundations Course

DEPARTMENTS OF INSTRUCTION

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors program. These course numbers may signify on-going work, and in such event are graded "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100-199 are usually taken by freshmen; 200-299, by sophomores; 300-399, by juniors; 400-499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1982-83 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for the year 1982-83 may be incomplete. Departments may be consulted about the possibility of other courses. Winter Term information will be published and distributed separately.

INTERDEPARTMENTAL

ID 100 Intensive Freshman Writing Seminar Fall

One credit. A course intended primarily to improve writing skills. Numerous papers and thorough criticism comprise the basic format. Class discussions focus on analysis of literature and development of analytical skills. This course does not fulfill the freshman writing requirement. Mr. Lindholm

FRESHMAN WRITING PROGRAM

All Freshmen must elect one of the courses in the writing program. These courses are designed to develop and improve the skills of written communication; they are taught in sections of limited enrollment, require frequent written assignments, and proceed through close revision of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these courses is a graduation requirement. Freshmen who have completed the Freshman Writing Program requirement may, in their freshman year, elect a second, different course in the Program, space permitting. In 1982-83 the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual Departments of Instruction.

AMERICAN LITERATURE:

AL 101 The American Character in Literature
102 The American Short Story

BIOLOGY:
BI 203 Botany

ENGLISH:
EL 101 Narrative Fiction
103 Lyric and Narrative Poetry
104 Drama: Classics and Commercials
105 Drama: Masterpieces
107 Rhetoric
170 The Structure of Fiction
175 The Structure of Poetry

HISTORY:
HI 103 Turning Points in Early Modern History
203 United States History 1492-1861

MATHEMATICS:
MA 103 Introduction to Computers

PHILOSOPHY:
PA 102 The Good and the True: Introduction to Philosophy
170 The Way to Reason

RUSSIAN:
RU 151 Russian Literature's Golden Age
152 Russian Modernism

THEATRE, DANCE AND FILM:
TH 218 Introduction to Playwriting

Approved Winter Term writing courses when offered.

DIVISION OF FOREIGN LANGUAGES

Assistant Professor of Linguistics: Jeannine Heny

In addition to courses offered in the departments of Classics, French, German, Russian, and Spanish and Italian, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

***FL 201 Introduction to Linguistics** Fall

An introduction to the study of human language. Some of the major topics to be considered are: nature of human language and how it differs from other communication systems; discovery of the genetic relationship of languages and development of historical and comparative linguistics; aims and methods of descriptive linguistics; articulatory and acoustic phonetics; phonemics and morphemics; different models of syntactic description; development of and reaction to transformational-generative grammar; semantics; relationship and application of linguistics to other fields of study. Method of instruction: primarily lecture with class participation, problem-solving and several short papers or projects.

Mrs. Olinick

FL 206 Thinking Linguistics Spring

This course focuses on how to do linguistics rather than on what linguists have written. Given the raw material of language data, the linguist must decide what features of language are important. He sets up different ways of organizing the data (thus giving certain features a more or less prominent role), and seeks a general method for choosing between these. Such a general method of selecting one analysis over another is a linguistic theory. This course can be viewed as a workshop on how such choices can be made in building a theory. It forms essential background for further work in linguistics. Ms. Heny

FL 230 Metrics Fall

In all languages, some strings of words are perceived as "poetry," while others are not. The aim of this course is to study in detail the features of natural language which underlie this difference. Class discussion will focus on a broad survey of poetry types in widely divergent languages. In the later stages, students will be encouraged to concentrate on the ways in which meter affects a poet's style, using texts in English or in other languages in which the students are proficient. Ms. Heny

FL 235 Linguistic Stylistics Spring

Language is the medium for literary expression, and linguistics is the systematic study of language patterns. However, the question of what linguistics can contribute, directly or indirectly, to the study of style, is by no means a trivial one. This course surveys the main schools of "linguistic stylistics" popular in the past century, then concentrates on specific areas where linguistic structures can be seen as underlying features of a writer's style. Both poetry and prose texts will be examined, mainly, though not exclusively, in English. Ms. Heny

[*FL 251 Literature and Revolution]
Offered in Fall, 1983
Offered in alternate years

[*FL 252 The Art of Cinema]

***FL 266 Versions of the Foreign** Fall

Drawing upon a variety of narratives — novels, explorer accounts, travel writing, short stories and film — we will seek out that which constitutes "the foreign" in the particular context of each narrative considered. Special attention will be given to the rhetoric and modes by which "foreignness" is portrayed. The "alien terrain," "imperialist outlook," "culture shock" and "America as foreign" will provide four broad categories into which the course will be divided. Each student is expected to join with the other students and participating faculty members in "exploring" such issues as knowledge v.s. observation, experiencing v.s. writing, cultural identity as liberating v.s. imprisoning, the picturesque v.s. the significant. This course will attempt its own "voyage of discovery" by searching for a *typology* of that-which-is-foreign. Offered in alternate years.

Mr. Knox, Mr. Berninghausen

FL 301 Romance Linguistics Fall

Much current linguistic research focuses on data from individual languages, in an attempt to derive general principles which hold for all human languages. These studies deal with problems of relevance not only to linguists, but also to students of particular languages such as French, Spanish and Italian. For example, linguists now have reason to believe that the possibility of leaving out the pronoun subject in Spanish but not in French is an important factor in defining the differences between the two languages. The aim of this course is to study important similarities and differences between the members of the Romance language family, and to relate these to more general properties of language. Reasonable proficiency in one romance language is important for students wishing to participate fully in the course. Ms. Heny

FL 340 The Art and Craft of Translation Spring

A workshop-style course for students with up-

per-level language training (classical and modern) involving the transmutation of texts (poetry and prose) into workable English literary form. Limited to 12 students. Mr. Harris

[FL 405 Seminar: Kafka Spring
Stories, letters, novels, diaries. (A literature course at the 300-level or higher.) Mr. Weeks

For additional courses offered in English, see also:

CL 110 Introduction to Greek Studies Fall

CL 111 Introduction to Roman Studies Spring

[*CL 115 Introduction to Greek Archaeology]

[*CL 121 The Classical Tradition of the Liberal Arts and Sciences]

[*CL 150 The Ancient Epic]

CL 152 Greek Tragedy Fall

***CL 216 History of Greece** Fall

CL 217 History of the Roman Republic Spring

CL 220 Introduction to Greek Science Spring

CS 220 Modern Chinese and Asian Fiction in Translation Spring

CS 225 Chinese Poetry in Translation Fall

CS 235 Chinese Traditional Fiction and Drama in Translation Spring

***FR 115 Realism: French Fiction from Stendhal to Proust** Spring

***RU 151 Russian Literature's Golden Age (1830–1880)** Fall

***RU 152 Russian Modernism (1880–Present)** Spring

RU 351 Dostoevsky Fall

[RU 352 Tolstoy]

[RU 354 Chekhov]

RU 356 Russian Literature of the 60's and 70's Spring

[SI 375 Italian Cinema]

SI 290 Dante: *The Divine Comedy Fall

SI 231 Captains, Kings and Caudillos Fall

*Foundations Course

DIVISION OF HUMANITIES

HM 120 Folklore Fall
This course deals mainly in definitions and examples. It will include such items as myth, legend, tale, song, superstition, belief, custom, art, drama, medicine, riddles, proverbs and humor. It will take into consideration such things as occupational and ethnic folklore and will also discuss ways wherein folklore might be studied—geographical, historical, environmental and psychological. Limited to 50 students. Mr. Beck

HM 220 Folklife Fall
This course presupposes a knowledge of folklore. We will investigate the product of folklore — the interaction between lore, occupation, and environment. As a core we will study architecture, its development and adaptation in design and materials as it moved from one area and one occupation to another and as it was modified in terms of material and economics. We will discuss the controls placed upon occupations by tradition, e.g., the necessity of having one Welsh man in every mine, taboos and rites attendant upon various life styles, and the artistic and aesthetic results of folklore-and-occupation. Such things as carving decoration, manufacture of tools, and selection of sundry material will be investigated. Limited to 30 students. Mr. Beck

[HM 305 Poetry, Values and Commitment]

HM 320 Folklore and Literature Fall
This course is designed to examine how and why the conscious artist employs folklore in literature. At the same time, we will see how the process reversed itself and how the folk adapt the works of conscious artists and make the material their own. In one sense it is a study in editing critically. The course will cover various items, from the direct use of themes to the employment of folk food, speech, superstition, belief, custom, costume and attitude. Material for the

course will come, mainly, from English and American writers of prose and poetry. On one hand, it will examine a short story like Elizabeth Bowen's, "The Demon Lover" (a rewriting of a Child Ballad), on the other it will look at the works of Toelkin and Eudora Welty, who rearrange folklore to create a new lore. Offered in alternate years. (HM 120 or HM 220.) Limited to 20 students. Mr. Beck

DIVISION OF NATURAL SCIENCES

[NS 106 Introduction to Statistical Science]

NS 150 Environmental Science Fall

An interdisciplinary course, primarily for non-science majors, designed to explore the role of science in defining natural constraints on human use of the environment. After an introduction to the evolution of the biosphere, case studies provide a framework for understanding principles of physical, chemical, and biological processes, both in natural and altered environments. The major foci are water, food, other material resources, energy, and natural hazards. The stress is on scientific analysis and definition of particular situations, but some attention will be given economic, legal, and moral responses. Each student will prepare a paper that analyzes a selected example. Mr. Woodin, Staff

AMERICAN LITERATURE

Professors: Stephen Donadio (chairman), John McWilliams, *Assistant Professors:* Barbara Lauren, Karl Lindholm, Veronica Makowsky, *Visiting Instructor:* Joanne Jacobson

An American Literature major is expected to develop an understanding of major writers and literary movements as they have developed historically. The department emphasizes the study of American Literature as a means of understanding American culture.

Required for the major: fourteen courses for all majors including AL 201, 202 and 203, AL 450, four other term courses in the department, and the two seminars in the Senior Program. The remaining four courses may be fulfilled in one of two ways. Normally, majors will take two courses in American History (HI 203-204 especially recommended) and two courses in a non-American literature (EL 201 and EL 313 especially recommended). Students who wish to pursue a creative writing specialization, however, may take any four creative writing courses offered by the English department.

The Senior Program consists of a fall term seminar (AL 704), and a Winter Term seminar culminating in an oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental Honors are awarded on the basis of a Senior Thesis. To qualify as a candidate for Honors, one must have had an average of B+ or better for previous work in the department. In consultation with the faculty advisor and with department approval, the student will select a topic for independent investigation in the spring of the junior year. In the senior year, he or she will take AL 700 (Senior Research) in the spring term and in either the fall or Winter Term. Creative Writing theses will be supervised by the Creative Writing faculty.

An oral examination will be given on the thesis. The examination will be given by three faculty members, one of whom will ordinarily be from outside the department. Highest Honors will be granted for a grade of A, High Honors for a grade of A− and Honors for a grade of B+. For Honors in any of these categories the student must also have a final average of B for all course work in the department, and a B on the General Examination.

FRESHMAN WRITING COURSES:
AL 101 and AL 102 satisfy the freshman writing requirement. For full description of the Freshman Writing Program and for other writing courses, see pp. 86, 98, 108 and 130.

***AL 101 The American Character in Literature** Fall, Spring

The course seeks to discover those character traits and cultural issues which have been considered distinctively American. Descriptive accounts of America will be compared to imaginative literature which portrays representative national characters. Among the issues to be especially considered are changing notions of America's mission, the influence of democratic ideals upon conduct, and the American as revealed in Europe. Readings include Franklin, Crevecoeur, Whitman, Twain, Faulkner and Baldwin. (AL 101 is a Foundations Course which also satisfies the freshman writing requirement.

It may be counted as an elective within the American Literature major.) Staff

AL 102 The American Short Story Spring

A study of the development of the short story with particular attention to Poe, Hawthorne, Twain, Anderson, Hemingway and Faulkner. We will focus upon the change from self-contained 19th century tales to 20th century books which combine separable stories into a coherent whole. AL 102 satisfies the freshman writing requirement. Staff

AL 201 American Literature: 1620–1830 Fall

A study in the growth of American literature from the era of the Puritans through the era of early Romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper and Poe. Open to all American Literature and American Studies majors. Limited to 35 students. Ms. Makowsky

AL 202 American Literature: 1830–1865 Fall, Spring

A study of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Open to all American Literature and American Studies majors. Limited to 35 students. Ms. Jacobson

AL 203 American Literature: 1865–1940 Fall, Spring

A study of the major authors of the period, including Twain, James, Stephen Crane, Henry Adams, O'Neill, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Open to all American Literature and American Studies majors. Limited to 35 students.

Ms. Jacobson (Fall); Ms. Makowsky (Spring)

AL 204 Recent American Literature: 1940–Present Spring

A study of prominent, near contemporary writers including Lowell, Roethke, Berryman, Mailer, Bellow, Malamud, Tennessee Williams, Arthur Miller and Edward Albee. Open to all American Literature and American Studies majors. Limited to 35 students. Ms. Makowsky

AL 301 The American Novel: I Fall

The development of the American novel in the 19th century, including work by Cooper, Hawthorne, Stowe, Melville, Twain, Howells, James, Norris, Crane and Wharton. (Open to juniors and seniors only.) Mr. Donadio

AL 302 The American Novel: II Spring

The development of the American novel in the 20th century, including work by Dreiser, Hemingway, Fitzgerald, Faulkner, Dos Passos, West, Wright and Bellow. (Open to juniors and seniors only.) Mr. Donadio

AL 304 Modern American Poetry Fall

A study of American poetry of the modern period with emphasis on the poetry of Robinson, Frost, Stevens, Williams, Cummings and Crane, and with special attention to the theme of the imagination's power to cure the mind of despair. (Permission of the instructor.) Limited to 15 students. Mr. Pack

[AL 305 Contemporary American Poetry] Offered in 1983-84

AL 360 The Enlightenment in America Spring

A study of major 18th century American men of letters within the context of Enlightenment thought. Readings will include Rousseau, Voltaire, Paine, Burke, Jefferson, Franklin, Crevecoeur and Charles Brockden Brown. Ms. Lauren

AL 420 American Culture: 1941–1961 Spring

An inquiry into cultural developments in the United States from the bombing of Pearl Harbor to the inauguration of John F. Kennedy. The course will focus on changes in popular culture, the visual arts, political sensibility and literary expression. In addition to regular class meetings, this course requires attendance at weekly screenings of a wide variety of documentary and fiction films relating to the period. We will consider perceptions of the Second World War, the Hiss case, the Rosenberg case, the Korean conflict, the McCarthy hearings, Abstract Expressionism, the transformation of popular music and the emergence of the Beat Generation. Independent research and several papers will be required. Readings will include works by Salinger, Bellow, Trilling, Styron, Mailer, Ginsberg, Kerouac, Nabokov, Percy, Heller and Pynchon. (Preference to juniors and seniors.) Limited to 50 students. Mr. Donadio

[AL 440 Regionalism] Offered in 1983–1984

AL 445 Seminar: American Women and the Law: 1848–1980 Fall

A study of the status of American women from the Seneca Falls Convention to the most recent court cases. The course will draw on novels to illustrate legal issues, and upon pertinent court cases to illustrate a variety of resolutions. The chief text book will be Barbara Babcock's *Sex Discrimination and the Law,* but no previous legal knowledge will be assumed. Limited to 20 students. Ms. Lauren

AL 450 Seminar in Major Authors Spring

Intensive study of one author or of two closely related authors. Authors to be studied in 1982–83: Dreiser and Fitzgerald. Readings will include secondary sources (biographical and critical) as well as the author's major writings. A lengthy term paper will be required. Open to junior majors, senior majors and, space permitting, interested non-majors. Limited to 20 students. Ms. Makowsky

AL 500 Special Research
Fall, Spring

Individual research upon a topic not covered in regular course offerings. (Permission of the instructor.) Staff

AL 700 Senior Research
Fall, Winter, Spring

For seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during two of the three terms of their senior year.

AL 704 Senior Seminar Fall

Group discussion of selected works on the required reading list for majors. Collateral reading of major works of American literary criticism.
Ms. Makowsky

N.B.: During Winter Term, all senior majors will take a review seminar culminating in an oral general examination to be held at the end of January. In 1983, the seminar will be led by Ms. Jacobson.

*Foundations Course

See also American Studies.

See also Division of Humanities.

PROGRAM IN AMERICAN STUDIES

This program offers students the possibilities of an interdisciplinary approach to the study of American culture as it manifests itself in events, in institutions, in the arts, in ideas, in values.

Students are expected to achieve a certain breadth and range by completing specific courses in various departments (see Section I below). They are further expected to integrate and focus their studies: first, by advanced work in one discipline (see Section II); and second, by the American Studies Seminars and the Senior Thesis (see Section III).

Mr. Ferm is the chairman of the American Studies Program. Students seeking information or advice concerning American Studies should consult any of the following advisors: Mr. Claudon (Economics), Mr. Davis (Political Science), Mr. Ferm (Religion), Mr. Haerle (Sociology/Anthropology), Ms. Jacobson (American Literature) and Mr. Wilson (Art).

Eighteen courses in the following three categories are required for the major. Students majoring in American Studies are not required to take a college concentration.

I. Courses required of all students (9)

1. **AL 101 The American Character *or***
   AL 201 American Literature (1620-1830)
2. **AL 202 The American Renaissance (1830-1865)**
3. **HI 203 United States History (1492-1861)**
4. **HI 204 United States History (1861-1977)**
5. **RE 220 The Shaping of American Religious Life**
6. **AR 207 American Art *or***
   AR 211 American Design
7. **PS 102 American Political Regime**
   or
   PS 104 American Political Processes
8. **PA 222 American Philosophy**
9. ***One of the following:***
   SA 330 Perspectives of American Society and Culture
   SA 343 American Community Studies
   SA 354 Ethnic Groups
   SA 390 Sociology of Women

II. Four related American courses chosen from the following list. Students are required to take at least three of these courses in a single department. These courses, in conjunction with those taken under Part I, will provide students with considerable experience in a single, traditional discipline.

AMERICAN LITERATURE

AL 203	**American Literature: 1865–1940**	Fall, Spring
AL 204	**Recent American Literature**	Spring
AL 301	**The American Novel: 19th Century**	Fall
AL 302	**The American Novel: 20th Century**	Spring
AL 360	**The Enlightenment in America**	Spring
AL 420	**American Culture: 1941–1961**	Spring
AL 445	**American Women and the Law: 1848–1980**	Fall
AL 450	**Seminar in Major Authors**	Spring

ART

AR 314	**America: The Visual Environment**	Spring

ECONOMICS

EC 150	**Introductory Economics (Macro)**	Fall, Spring
EC 155	**Introductory Economics (Micro)**	Fall, Spring
EC 365	**Environmental Economics**	Fall
[EC 385	**Labor Economics]**	
EC 394	**Natural Resources Economics**	Fall
EC 460	**Industrial Organization**	Fall
EC 475	**Monetary Theory and Institutions**	Spring

HISTORY

HI 304	**Jeffersonian and Jacksonian America**	Fall
HI 305	**Twentieth Century America: 1900–1940**	Fall
HI 306	**Twentieth Century America: 1938–1978**	Spring
HI 307	**Black History**	Spring
HI 420	**Great American Historians**	Fall
HI 435	**Readings in American History**	Fall

POLITICAL SCIENCE

PS 208	**Congress**	Spring
PS 305	**Constitutional Law**	Fall
PS 314	**American Urban Politics**	Spring
PS 410	**Political Parties and Interest Groups**	Fall

RELIGION

RE 302	**Modern Views of God and Religious Life**	Spring
RE 306	**The Puritan Tradition in America**	Fall
RE 308	**Seminar in American Religious History**	Spring

SOCIOLOGY–ANTHROPOLOGY

SA 315	**Sociology of Education**	Spring
SA 316	**Sociology of Youth**	Spring
SA 330	**Perspectives of American Society and Culture**	Spring
SA 343	**American Community Studies**	Fall
SA 354	**Ethnic Groups**	Fall
SA 387	**Sociology of Law**	Spring
SA 388	**Deviance**	Fall
SA 390	**Sociology of Women**	Fall

THEATRE

TH 237	**American Film Genres**	Fall

III. Advanced Studies: AS 400, AS 401, AS 704, and two semesters of AS 700 are required. (5 courses)

AS 400 Seminar in American Studies (Junior Year) Fall

An introduction to the theories and methods of American studies and their application to a particular theme or aspect of American culture.

Staff

AS 401 Research Seminar (Junior Year) Spring

An introduction to the definition and exploration of research topics in American Studies. Discussions of readings covering a particular topic considered in AS 400 will lead to a research paper using both primary and secondary sources.

Staff

N.B.: **AS 400** is of crucial importance to the American Studies Program. American Studies majors who hope to take a semester abroad, or to transfer for a semester, should plan on doing so only during the spring semester of their junior year. The AS 401 requirement will be waived for students studying elsewhere.

AS 500 Independent Study Fall, Spring

AS 700 Senior Thesis

Fall, Winter and Spring

For students who have completed AS 400 and AS 401 and who have thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty members, each senior will do research leading toward a two-term, two-credit thesis of substantial length (80-100 pp.) on

some related interdisciplinary aspects of American culture. The thesis is to be submitted no later than April 15. Staff

AS 704 Seminar in American Studies (Senior Year) Spring

Seniors will conduct a seminar discussion on subjects related to the ones they have addressed in their theses and as applied to readings assigned to the group. Staff

ART

Professor: David Bumbeck *Associate Professors:* Glenn Andres (acting chairman, fall term), John Hunisak (chairman, on leave fall term) *Assistant Professors:* James Butler, Eric Nelson *Instructor:* Christopher Wilson *Visiting Johnson Professors:* Leopold Ettlinger (fall term), Vito Acconci (Winter Term)

The Art Department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework about which to build a liberal arts education.

Beginning work is required in both areas of the department: AR 101, Introduction to Art and Art History (*or* AR 102, Twentieth Century Painting and Sculpture), and AR 209, 210, Studio Art I and II. Satisfactory completion of these courses qualifies a student for the major, which may then be completed in either of two ways.

Art History Emphasis: Five additional courses of choice in art history, (in two of which the student major must submit substantial research papers to demonstrate mastery of the writing skills necessary for successful work in the discipline); AR 400 (which must be taken previous to the commencement of the senior thesis and is recommended before any foreign study); and two terms of AR 710 (senior work), normally fall and winter, in order to write a senior thesis.

Studio Emphasis: Four additional studio courses and four additional courses in the history of art, plus senior work. Senior work may assume two forms. Either the student may elect three terms of AR 720 and carry out a sustained studio project or the student may elect at least two studio courses beyond the six required of the major. All senior studio majors are required to present an exhibition of their work during their senior year.

Honors: are awarded to students who do outstanding work in studio or art history.

Teacher Training: Students interested in teacher training in art should consult with the chairmen of the Teacher Education Program and the Art Department.

***AR 101 An Introduction to Art and Art History** Fall

This course serves as an introduction to the study of Western painting, sculpture and architecture. Beginning with issues of media and style, the investigation will then proceed to questions of symbolism and meaning. After having gained sufficient factual and conceptual sophistication, students will be asked to consider the problem of value judgments, how they have been made in the past and are made in the present. Two lectures and one discussion per week.

Mr. Andres and Staff

AR 102 Modern Art Spring

With a format identical to AR 101 (two lectures and one discussion per week), this course is offered on an introductory level and assumes no prior experience in art history. The art subjected to scrutiny will be limited to painting and sculpture created from the Impressionist revolution to the present. Mr. Hunisak and Staff

[AR 103 Introduction to Far Eastern Art]

[AR 201 Art of the Italian Renaissance]

AR 204 The Art of China Spring

An historical and stylistic survey of painting, sculpture, ceramics, jades, architecture, and the bronzes. No previous knowledge of Chinese culture or history is expected of the student.

Staff

AR 205 Figure Drawing Fall

A studio course in the discipline of figure drawing. Working from the model, the student will make intensive study drawings concerning problems of proportion, distortion, scale, and motion. Limited to 30 students. (Permission.)

Mr. Bumbeck

AR 206 Figure Drawing Spring

A continuation of AR 205. Mr. Bumbeck

AR 207 American Painting: 1750–1900 Fall

A survey of American Painting focusing upon the major painters and themes of the 18th and 19th centuries. The course will examine the development of history, landscape and genre painting. In addition to these broader themes, we will focus upon some of the great post-Civil War painters including Winslow Homer, Thomas Eakins and Albert Pinkham Rider. Mr. Wilson

AR 209 Studio Art I Fall
Study of two-dimensional organization of forms and space. Critical analysis of pictorial structure to provide a conceptual foundation of self-evaluation and for further work. Students are required to take AR 210 to receive credit for AR 209. This course is required for all art majors. Three sections limited to 25 students each.
Mr. Nelson, Mr. Butler

AR 210 Studio Art II Spring
A continuation of AR 209, with an introduction to color theory and three-dimensional work. Three sections limited to 25 students each.
Mr. Nelson, Mr. Butler

[AR 211 American Design]

[AR 213 Kouros to Concept: Issues in the History of Sculpture from Antiquity to the Present]

AR 216 Art of the Middle Ages Fall
A survey of European art and architecture from the fall of Rome to the late 13th century. Among the topics to be discussed are: Irish monasticism and its art forms, Romanesque art and architecture, and the great Gothic cathedrals of Chartres, Bourges, Paris, Reims and Amiens. In addition to examining the structural principles of Romanesque and Gothic architecture, we will discuss the development of medieval sculpture and iconography. Other topics to be considered are the design of stained glass windows, illuminated manuscripts, and late medieval tapestries. Mr. Wilson

AR 241 European and American Painting in the Early Industrial Age, 1780–1880 Fall
The material covered will be arranged according to subjects painted, beginning with a look at self-portraits. It will be asked in how far they can be regarded as manifestos of painters' outlook. The topics studied in some detail will include landscape, history painting, the coming of industrial subjects, the social conscience of the painter as shown in his choice of subjects, and the turn against the century manifest in an exclusive concern with form. The course will conclude with a consideration of art as a substitute for religion.
Mr. Ettlinger

AR 301 Modern Architecture Spring
The Western tradition in architecture since the Industrial Revolution. A survey of the men, monuments and developments that established the aesthetic, social and technological background for the contemporary architectural scene.
Mr. Andres

[AR 302 Baroque Art: Painting, Sculpture and Architecture of Seventeenth Century Rome]

AR 303 Northern European Art: 1300–1600 Fall
Northern European art from the 14th to the mid-16th century. Problems of style and iconography will be discussed, with stress upon such figures as Claus Sluter, Jan van Eyck, Hugo van der Goes, Durer, and Breugel. Staff

[AR 304 The Art of Northern Europe: The Baroque]

AR 305 Painting and Sculpture of Nineteenth Century Europe Spring
Painting and sculpture, just before the French Revolution, Neo-Classicism, the Romantic movement, Realism, and Impressionism in France with excursions into England, Germany, Russia and Scandinavia. The art of David, Goya, Delacroix, Ingres, Courbet, Manet, Monet, Rodin, and Degas are given special attention.
Staff

[AR 307 The Art of the City]

[AR 308 Late Modern Art]

AR 309 Painting Fall
Painting with the emphasis on structuring of pictorial space in representational and non-representational or abstract conceptions. Use of new and traditional media. Limited to 15 students. (AR 209, 210 or permission.) Mr. Butler

AR 310 Painting Spring
A continuation of AR 309. Mr. Butler

[AR 311 Ancient Art]

AR 312 Roman Art Spring
Roman civilization mirrored by eight centuries of art and architecture — on the surface eclectic and derivative, beneath manifesting the technical, organizational and propagandistic complexity and brilliance that was Rome. Mr. Andres

AR 314 America: The Visual Environment Spring
In a given year attention will focus on a major issue with regard to the design of or reaction to the visual environment.
The theme for 1982–83 will be *The American Landscape 1825–1875.* The course will use an interdisciplinary approach relating art, literature and history to study Americans' changing attitudes toward their landscape environment. In addition to surveying the development of American landscape painting, we will also study a number of popular landscape sites, including the Catskills, the Adirondacks and the Hudson River. Lectures and discussion sections. Mr. Wilson

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio and relief printmaking. Critical emphasis on the union of the printmaking craft with problems of drawing, painting and design. Limited to 20 students. (AR 209, 210 or permission.) Mr. Bumbeck

AR 316 Printmaking Spring

A continuation of AR 315. Mr. Bumbeck

AR 319 Sculpture Fall

An introduction to sculpture. A variety of experiences in various media and diverse problems of design will be stressed. (AR 209, 210 or permission.) No previous experience in sculpture is expected. Mr. Nelson

AR 320 Sculpture Spring

A continuation of AR 319. Students will pursue ideas with greater concentration in a specific area or conversely explore totally new sculptural experiences. Mr. Nelson

AR 400 The Art Work and the Word Spring

This seminar course is geared to the needs of art history majors and is required of them. Our focus will be the role of verbal commentary (artists' statements, critical and historical writings) in the interpretation of art works, as well as the procedures by which one locates such information and uses it in the construction of art-historical arguments.

The problems encountered in art-historical research and writing will be discussed at length, and — through a series of projects — students will have the opportunity to develop their expertise. In this manner, the course serves as preparation for independent senior work in art history, AR 710.

The department strongly recommends that this course be taken before any study abroad and welcomes sophomore students who have decided on the art history major, even though most students will elect to take it during spring of their junior year. Mr. Hunisak

AR 401 Seminar in Modern Art Fall

This fall's topic will be Post-Impressionism and the Birth of Modern Art. What is known as "modern" art begins in the 19th century and certainly takes form about 1885 as a viable alternative to the broad wave of realism which develops in the proto-Renaissance with Giotto. This seminar will examine Cézanne, Gauguin, Van Gogh and Seurat as progenitors of the modern movement and of such artistic developments as abstraction, surrealism and expressionism. Each student will deliver and direct a seminar session. There will be in addition lectures, reading, and discussions. (Permission.) Limited to 12 students. Staff

AR 403 Seminar in Modern Architecture: Architecture after the Masters Fall

An investigation of recent architectural trends beginning with the climactic work of Wright, Gropius, Mies and LeCorbusier and following the developments and reactions which it inspired. The seminar will draw heavily on contemporary architectural theory and criticism in an attempt to achieve an historical overview of the period since World War II. (Permission.) Limited to 12 students. Mr. Andres

[AR 404 Seminar in Medieval Art]

AR 405 Seminar in Baroque Art: The Life and Work of Rembrandt Spring

This course will focus upon the 17th century Dutch painter Rembrandt van Rijn. After surveying his life and work, we will examine many of his great masterpieces including "The Night Watch," "The Anatomy Lesson of Dr. Tulp" and "The Syndics." Special attention will also be given to his lifelong fascination with certain religious themes and his remarkable series of self-portraits. (Permission.) Limited to 12 students. Mr. Wilson

AR 406 Seminar in Renaissance Art: Public and Private Patronage in Florence during the Fifteenth Century Fall

With the help of specific monuments the seminar will consider the workings of patronage. Special attention will be paid to the role of the guilds and the Medici family. (Permission.) Limited to 12 students. Mr. Ettlinger

[AR 407 Seminar in American Art]

Guidelines for independent work in Art History and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 720 unless his or her adviser's signature is on the official registration card. Advisers will sign your cards only after a discussion with you concerning your planned senior work. No change of advisers, topics or projects will be allowed subsequently without signed approval of your adviser(s) and the department chairman.

   Senior work (either an art history thesis or a sustained studio project in one medium — painting, sculpture, drawing or printmaking) can only be done in an area in which you have already taken course work on the college level.

2. Independent projects (AR 510 or 520) can be undertaken only in areas in which you have done previous work on the college level and have demonstrated that your mastery of the scholarly material or artistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry which is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work. A student who has completed AR 209–210 and has sufficient technical skills might choose to embark on an independent project in photography under the designation AR 520.

Administration of approvals for independent work on the 500 level

You must find an adviser to sponsor your project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals you must indicate your previous experience in the study of studio art, the precise nature of your project and the work which will result from your semester's endeavor. For art history proposals, you must indicate your previous art historical study, the precise nature of the problem you wish to investigate, a bibliography of works to be used in your study and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bi-monthly critical sessions with the studio art faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 510 Advanced Studies in Art History
Supervised independent work in art history. Staff

AR 520 Advanced Studies in Studio
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. Staff

AR 710 Senior Independent Study in Art History
Research and presentation of a two-term thesis in a subject area of choice, but in which the student has a demonstrated competence. (AR 400.) Staff

AR 720 Senior Independent Study in Studio
Three terms of supervised independent work. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

*Foundations Course

BIOLOGY

Professors: Duncan McDonald, George Saul, Christopher Watters (chairman), Howard Woodin *Associate Professor:* C. Randall Landgren *Assistant Professors:* Dwight Baker, Thomas Root *Lecturer:* Steven Young, Adjunct Professor *Assistant:* H. Peter Wimmer

The Department of Biology offers courses which examine a broad spectrum of phenomena, ranging from life processes at the molecular and cellular levels of organization to the interrelationships of organisms with their environments. The major program enables liberal arts students to understand the biological world and man's role in it, and it prepares them for graduate and professional schools. The department is well equipped to offer laboratory study and opportunities for student research in many areas. In addition, the geographical location of Middlebury College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides an excellent outdoor laboratory for ecological studies.

Each student majoring in biology plans a program of courses in close consultation with a departmental adviser. Combined with the emphasis in the major program on electives, this procedure allows a student maximum flexibility in designing a program of study while providing the guidance necessary to avoid mistakes that might hamper a future career.

The major program includes BI 125, BI 250, 7 other biology courses and 4 cognate courses in chemistry (excluding CH 110), physics (excluding PH 101, 145 and 155) or mathematics. PY 301 may also be taken for cognate credit. At least 5 biology electives must be chosen from the BI 190 to 490 sequence; the remaining 2 may also include units of independent study (BI 500 or 600) and designated Winter Term offerings.

Courses in departments other than those indicated may be acceptable for cognate credit, with the *prior* approval of the adviser and the department.

For good and sufficient reason a student may take courses at another institution towards fulfillment of the major requirements. Normally, such courses should be approved by the department well in advance of the student's registration. A maximum of 3 biology courses taken off-campus may be credited toward completion of the major.

Separate joint majors with chemistry and psychology have been developed to enable students to study aspects of both fields without taking all the courses prescribed for a separate major in either. The department also participates in the interdisciplinary environmental studies and northern studies majors. Special major programs involving biology and other fields can be arranged to suit individual needs.

Students planning careers that require graduate or professional school training involving biology should be familiar with the subject matter included in CH 103, CH 104, and CH 241, MA 112, and PH 109 and PH 110, in addition to their biology program. Some medical and graduate schools expect additional courses in mathematics and chemistry. Students who anticipate applying to graduate or professional school programs will be urged by their advisers to include appropriate courses in their program.

The department admits a limited number of graduate students as candidates for the Degree of Master of Science in Biology. The requirements of this program include research, a thesis, an oral examination and some assisting in undergraduate laboratories.

Courses designated with the symbol † may be taken without laboratory under the following conditions: (1) The stated prerequisites for the course must be met; (2) Students majoring in biology or jointly in biology and other subjects may not count such courses toward the fulfillment of the major.

Required for a Major: BI 125 and BI 250; 7 elective biology courses, of which 5 must be chosen from the BI 190 to 490 sequence; 4 cognates chosen from chemistry, physics or mathematics and PY 301. Courses with optional laboratories must be taken with laboratories to fulfill the biology and cognate requirements. *Recommended:* see list above, advised as preparation for graduate and professional schools.

Required for a Joint Major in Biology and Psychology: see description under psychology. *Required for a Joint Major in Biology and Chemistry:* see description under chemistry. *Required for an Environmental Studies — Biology Major:* 5 upperclass biology courses including BI 190 and BI 311, 6 cognates from chemistry, geology, mathematics or physics, 5 cognates from pertinent non-science disciplines including geography, a knowledge of a modern foreign language and two senior-thesis courses in biology.

Honors Program: students should apply during spring term of junior year. Honors are awarded on the basis of an advanced study (BI 500) project of superior quality and of at least two terms in duration, a seminar presentation and an oral defense of the thesis.

Proficiency Examination: students are urged to take the biology proficiency examination before starting BI 125. Those who pass the examination are excused from the BI 125 requirement for the major (and joint majors including biology), and have satisfied all BI 125 prerequisites for more advanced courses. They must take BI 250 and 8 other courses within the department (or acceptable to it), and the required cognates, to major in biology. Students who bypass BI 125 and elect a concentration in biology (see p. 95) must complete at least *four* other departmental courses. Students interested in these options should consult with the departmental chairman.

Premedical, Predental, Preveterinary Requirements: see chemistry department copy for specific requirements.

***BI 100 Evolution by Natural Selection: Historical Development and Current Status of an Idea** Spring

The concept of evolution by natural selection forms the unifying core of modern biological thinking. This course will trace historically and biographically the separate strands of evolutionary and genetic thinking to their fusion in the 1920's and 30's in the neo-Darwinian or synthetic theory of evolution, the discovery of the molecular nature of the genetic material and the machinery of its expression, and the recent expansion of evolutionary thinking to observed animal and human behavioral patterns. Subsidiary themes will be the variety of human thinking patterns, the importance of individuals in the devel-

opment of concepts, and the contrast between the gradual accretion of biological knowledge and the revolutions which are reputed to occur in the physical sciences. This course may not be counted towards completion of the single, double or joint major in biology. 3 hrs. lect. and occasional discussions. Mr. McDonald

***BI 125 Introduction to Biological Principles** Fall

A discussion of fundamental principles leading to an understanding of the biology of organisms, with emphasis on their applicability to the human species. Topics to be discussed include: relations of organisms to their environments, levels of organization from molecules to populations, cellular and species continuity (genetics and evolution), the physiology of human reproduction, human genetics, and animal and human behavior. Laboratories will both supplement and complement lectures. Students with advanced high school preparation in biology may find it advantageous to bypass this course and elect others in biology for which this course is a prerequisite. Those wishing to avail themselves of this option should take the biology AP examination or the departmental proficiency examination which is given during the fall or winter term freshman orientation program. 3 hrs. lect., 3 hrs., lab., 1 hr. prelab. Mr. Landgren

BI 190 General Ecology Spring

Basic ecological principles and concepts pertaining to and governing the interrelationships among organisms, and between organisms and the physical environment. Effect of abiotic environmental parameters and biotic phenomena such as territoriality, aggression, communication, predation and parasitism on energy flow, nutrient cycling and populations. Problems of environmental modification by the human species. Inherent ability of natural populations to expand and to control their own and other population sizes. (BI 110 or 125 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Woodin

BI 201 Invertebrate Biology Fall

A survey of the major invertebrate phyla of the animal kingdom. Invertebrates comprise more than 90 percent of all animal species, and they represent extremely diverse approaches to the problems of living. After a brief overview, each phylum will be studied with respect to morphological and taxonomic characteristics, physiology, life cycles and evolutionary relationships. Laboratories will consist of both observational and experimental approaches with two field trips for collecting and identifying specimens. (BI 125 or permission.) This course also will be offered in spring, 1984 and in fall, 1985. Mr. Root

†BI 203 Botany Spring

An introduction to the structure, function, development, identification and ecology of selected algae, mosses, ferns, and other vascular plants. The emphasis of the course will be on the vascular plants. Their structure and function, and to a lesser extent their interactions with the environment and other organisms, will be stressed. The laboratory will be descriptive and experimental. It will include field work on and off campus. A plant collection and a detailed notebook of all laboratory work will also be included. (BI 125, AP credit in biology, or exemption from BI 125 by departmental examination.) 3 hrs. lect., 4 hrs. lab. (One section of this course will fulfill the freshman writing requirement.) Mr. Landgren

†BI 205 Developmental Biology Spring

An introduction to the anatomical and morphological changes that take place during the life cycles of a variety of organisms (plants and animals). We will also study the genetic, molecular and other factors that are responsible for these changes. Laboratory work will include both study of the developmental anatomy of selected plants and animals and experimental work on one of several possible projects. (BI 125 or equivalent.) 3 hrs. lect., 4 hrs. lab. Mr. Watters

†BI 220 Comparative Chordate Morphology Spring

An examination of the structure and basic biology of the chordates, tracing evolutionary changes in morphology from early chordates through mammals. Most anatomical systems (e.g., skin, skeletal, muscular, urogenital, and nervous systems) are derived from basic cell types, and provide similar functions for all animals, yet exhibit a remarkable degree of variation among species due to unique biological needs and heritages. The focus of this course will be on understanding these homologous systems. The laboratories will provide considerable practical experience with preserved and living specimens, and along with other readings will be an integral part of lecture discussions. (BI 110 or 125 or permission.) 3 hrs. lect., 3 hrs. lab. This course also will be offered in fall, 1984 and in spring, 1986. Mr. Root

BI 225 Topics in Human Genetics Fall

Lectures on methods of analyzing family histories, the effects of changes in structure and number of chromosomes, effects of inbreeding, twin analysis, gene frequencies, concepts of race, "inherited diseases," immunogenetics, oncogenic viruses, use of cell cultures. Laboratory work will alternate with discussion and problem-solving sessions. (BI 125.) 3 hrs. lect., 3 hrs. lab or disc. Mr. Saul

BI 230 Microbiology Fall

An introduction to microorganisms with emphasis on the prokaryotes. Beginning with a general discussion of the evolutionary, physiologi-

cal, and genetic differences between pro- and eukaryotes, the course proceeds through an in-depth examination of bacterial activity: fermentation, anaerobic and aerobic respiration, chemotaxis, autotrophy, and nitrogen fixation. Through a survey of important prokaryotic groups, the role of microbes in disease, environmental nutrient cycles and various industrial processes will be considered. Laboratory exercises stress basic bacteriological procedures, culture methodology and experimental approaches to microbial taxonomy, physiology and genetics. (BI 250 or equivalent.) 3 hrs. lect., 4 hrs. lab in 2 sessions. Mr. Baker

BI 250 Organelles and Cells: an Introduction to Concepts and Methodology Spring

The biology of cells and their internal compartments or organelles, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics to be discussed include: the membrane basis of compartmentation and transport; nucleic acids and their roles in replication and protein synthesis; an introduction to enzyme kinetics and intermediary metabolism; the structure, function and differentiation of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of biological data. (BI 125 or equivalent preparation; CH 103 as corequisite.) 3 hrs. lect., 3 hrs. lab.
Mr. Saul, Mr. Watters

BI 267 The Biology of Insects and Related Arthropods Fall

Insects comprise more than half the identified species of living things. This course will examine the varieties of insects and their relationships to other groups of allied invertebrates, and various aspects of their physiology and behaviour. Their importance as plant pollinators and as pests, parasites, and pathogen vectors will be discussed. The laboratory will consist of collection and identification of insects, observations of behaviour in field and laboratory, and morphology and anatomy. (BI 125 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. McDonald

†BI 270 The Biology of Birds Spring

A survey of the general characteristics of birds including anatomy, physiology, evolution and ecology, with special emphasis on behavioral patterns, population dynamics and migration. Laboratory studies will include external characteristics, anatomy and classification (using material in the College collection of mounted birds, skins and eggs); field trips will introduce students to field identification; and each student will follow and report on the mating and nesting behaviors of some species of local bird (BI 125 or permission.) 3 hrs. lect., 3 hrs. lab.
Mr. McDonald

BI 303 Plant Physiology Fall

A study of the life processes of higher plants. The emphasis is on the unifying principles of plant biology, including water relations, translocation, mineral nutrition, photosynthetic pathways, secondary metabolism and the influences of external and internal factors on plant growth and development. In the laboratory, work will be done in the areas of water relations, light responses, growth, hormonal regulation, and tissue culture. A formal interpretation of data and report will be required in each of these areas. (BI 203, and BI 250, or permission.) 3 hrs. lect., approx. 4 hrs. lab. Mr. Landgren

BI 311 Ecosystem Analysis Fall

Theory and practical field methods of analyzing the components of nutrient cycling and energy flow in ecosystems. Interrelationships between biotic and abiotic processes that control the complete ecosystem. Emphasis placed on energy flow and the hydrologic subsystem as a carrier of cycling materials. Semester-length library research paper required. Laboratory consists of intensive weekend field studies of entire, unspoiled, drainage basin as a sample ecosystem followed by indoor analysis of collected data. (BI 190.) 3 hrs. lect., 3 hrs. lab. Mr. Woodin

BI 314 Molecular Genetics Spring

Topics for lectures and reading include the structure and transmission of chromosomes; nucleic acids and control of protein synthesis; the regulation of gene activity; and recombination in prokaryotes and eukaryotes. Attention will be given to special topics of current interest, such as oncogenic viruses and genetic engineering. Laboratory study is designed to introduce some organisms and techniques used in research, and includes training in analyzing and reporting data. (BI 250.) 3 hrs. lect., 3 hrs. lab. Mr. Saul

[†BI 316 Animal Behavior]

[BI 320 Comparative Animal Physiology]

The study of function at the organ/organismal level, stressing general principles and adaptation to the environment. A wide range of invertebrate and vertebrate animals will be surveyed to examine the different approaches to essentially similar physiological problems (e.g., respiration, metabolism, circulation, water and ionic balance, temperature, sensation and movement). Also studied will be unique adaptations, and relationships to extreme or unusual environments (e.g., desert, high-altitude, diving animals, air breathing fish, etc.). The laboratories will utilize a range of techniques and equipment to examine selected problems, with the emphasis on design, application and analysis of experiments. This course may *not* be elected by students who have taken BI 210 or BI 211. (BI 250 or permission.)

This course will be offered in fall, 1983, spring, 1985 and in fall, 1986. 3 hrs. lect., 3 hrs. lab.
Mr. Root

BI 325 Medical Microbiology Spring
A discussion of all aspects of microbiology related to medicine and the health care professions. Beginning with a review of the history of medical microbiology, the course will examine how scientific knowledge has been accumulated over the past century to result in an essentially disease-free society. Emphasis will be placed on the current theories and practices of disease control with discussions of epidemiology, pathology and immunology. The laboratory will introduce the student to numerous aspects of clincal microbiology and medical procedures. Students will be required to work on a laboratory project culminating in a research paper. (BI 230 or equivalent.) 3 hrs. lect., 4 hrs. lab in 2 sessions.
Mr. Baker

[BI 330 Experimental Methods in Microbiology]

BI 350 Topics in Cellular Biology Fall
Emphasis on the integrative organization of cellular structure and function, especially with respect to the role of membranes in transport, regulation, recognition, synthesis and degradation, and energy metabolism. A critical and experimental approach to the study of these phenomena will be stressed and in part will involve physical and chemical concepts and methods. Laboratory experiments and seminar discussions are designed to implement this approach and to introduce students to current methodology employed in the isolation and investigation of cellular organelles. Students will submit a criticism of one primary journal reference. (BI 250 and CH 241.) 3 hrs. lect., disc. or 4 hrs. lab.
Mr. Watters

[BI 401 Advanced Genetics]

BI 410 Adaptation and Evolution Fall
Following a brief introduction to the history and development of the concepts of evolution and natural selection, the mechanisms of and evidence for speciation and adaptation will be examined in some detail. The geological evidence for different hypotheses of phyletic evolution will be considered, and there will be discussion of the hypotheses concerned with the emergence of living things on our planet. Students will be asked to make occasional presentations to the class. At least one critical paper will be required. (BI 314 or BI 225.) 3 hrs.lect. and disc.
Mr. Saul, Mr. McDonald

[BI 415 Advanced Topics in Plant Biology]

BI 425 Topics in Symbiology Spring
An advanced discussion of symbiosis in the broadest sense of the word. A critical examination of the current literature in fields ranging from parasitism to obligate mutualism. Topics to be covered will include host-symbiont, host-pathogen recognition; nutrient sharing and exchange; and inter-symbiont communication. Lectures, discussion and student seminars. Students will be required to write at least one critical review of readings from primary sources. (Any three of the following courses: BI 190, BI 203, BI 220, BI 230, and BI 314, and permission.)
Mr. Baker

BI 500 Advanced Study
Fall, Winter, Spring
A project involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors. (Permission.) Staff

BI 750 Senior Work (Environmental Studies) Fall, Winter, Spring
Independent Study — Senior Thesis
Independent Study, normally involving a laboratory or field research project for any two of the three senior terms. Required of environmental studies majors specializing in ecology. Not open to biology majors. Staff

BI 900 Research and Thesis
Fall, Winter, Spring
Required for all candidates for the Master's degree.

*Foundations Course

†See Major Program, paragraph 10.

See also Division of Natural Sciences.

See also Program in Environmental Studies.

See also Northern Studies.

CHEMISTRY

Professors: Robert Gleason (chairman), E. L. Pool, E. Kirk Roberts (on leave); *Assistant Professors:* Theodore Lindeman, Maggie O'Brien, David Reingold

The basic program required of all chemistry majors provides a firm foundation in the fundamental principles of the discipline. Each student builds on this foundation by electing those advanced courses that best meet individual special interests and career objectives which might include secondary-school teaching, a position in industry, or

study for an advanced degree in graduate or professional school. Although non-majors may take any laboratory course without the laboratory, courses constituting a part of a major in chemistry must be taken with laboratory. The Department of Chemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

Required for a Major: CH 103†, CH 104, CH 241, CH 242, CH 351, CH 352 plus five electives; one must be either CH 412 or CH 431 and one must be either CH 421 or CH 422; MA 112, MA 113, PH 109 and PH 110. Although a student may elect to take several units of independent study (CH 500 or CH 700) only two may be included in the five elective courses required for the major. Students with a professional interest in chemistry are encouraged to elect CH 341, CH 412, CH 431, CH 452, and two course credits of independent study; MA 201, MA 202 and GN 101 and GN 102 or RU 101 and RU 102.

Joint Major in Biology and Chemistry: Required for a major: Biology: BI 110, and four electives in biology or BI 125, BI 250, and three electives in biology; Chemistry: CH 103, CH 104, CH 241, CH 242, CH 351, and CH 421 or CH 422; In addition: MA 112, MA 113, PH 109, PH 110 and three electives from biology, chemistry mathematics or physics.

Premedical, predental, preveterinary requirements: No specific major is required of students wishing to prepare for medical professions, but generally medical schools require two terms of biology, with labs; four terms of chemistry (including two terms of organic chemistry), with labs; two terms of physics, with labs; usually two terms of calculus; and, in a number of cases, two terms of English. Interested students are urged to take BI 125 and MA 112 in the first term of the freshman year and CH 103 and MA 113 during the second term. All requirements must be completed by the end of the junior year, so students are best prepared to take Admissions tests and meet the requirements of most schools. Interested students should be in touch with Dean Moyer in the Science Center soon after their arrival at Middlebury.

Honors in Chemistry: To be eligible for graduation Honors in chemistry a student must have a B or better average in all courses in the department, excluding independent study courses (CH 500, 555, 600, and 700). In addition, the student must take at least two semesters of CH 700 and present and defend a senior thesis before a committee of at least three faculty members. The thesis committee will deliberate and determine a grade range for the CH 700 course within which the thesis advisor will assign a grade. The degree of Honors will be determined upon consideration of the student's average in all his or her chemistry courses (including independent study courses) and his or her grade in CH 700 as follows.

CH 700 Grade	*Course Average*	*Degree of Honors*
up to and including B+	3.3 or above	Honors
A– or better	3.3 –3.49	Honors
	3.50–3.69	High Honors
	3.70–4.0	Highest Honors

A charge is made for breakage in each laboratory course. A bill for breakage is mailed at the end of each semester.

†CH 103 is the normal introductory course in chemistry. However, many students qualify to omit it by virtue of a satisfactory performance on the Advanced Placement Test of the Educational Testing Service or the department's examination which is administered at the beginning of each term. High school students with good backgrounds in chemistry are urged to take the Advanced Placement Examination.

CH 103 Fundamentals of Chemistry I
Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics and kinetics. States of matter; solutions and colligative properties. Problem drill and conferences. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chairman for permission to elect CH 104 in place of this course. 3 hrs. lect., 4 hrs. lab. Breakage fee. Staff

CH 105 Same as CH 103 but without the laboratory.

CH 104 Fundamentals of Chemistry II Fall, Spring

Major topics include: descriptive inorganic

chemistry; mass action equilibrium phenomena and calculations; electrochemistry; coordination chemistry; nuclear chemistry. Lab work includes inorganic synthesis; qualitative analysis; gravimetric and titrimetric quantitative analysis. (CH 103 or permission.) 3 hrs. lect., 3 hrs. lab. Breakage fee. Ms. O'Brien, Mr. Pool

CH 106 Same as CH 104 but without the laboratory

[*CH 110 Chemistry—the Formative Years: 1800-1915]

NS 150 Environmental Science (See Division of Natural Sciences.)

CH 211 Analytical Chemistry I Spring

Extensive treatment of mass action theory (ionic equilibrium) concerned mainly with ionization of strong and weak electrolytes, buffers, hydrolysis, solubility of difficultly soluble substances, complex formation, oxidation-reduction systems, and quantitative measurements involving these phenomena. Laboratory work is mainly titrimetric analysis with some gravimetric methods. (CH 101 or permission.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Pool

CH 241, CH 242 Organic Chemistry I and II Fall, Spring

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 104 or permission; CH 241 must precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Gleason, Mr. Reingold

CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.

[CH 322 Experimental Biochemistry]

CH 341 Organic Chemistry III Fall

The main focus of this course is an intensive laboratory experience in the identification of organic compounds with heavy reliance on modern instrumentation, particularly infrared and nuclear magnetic resonance spectroscopy. Experience will be gained in handling mixtures as well as single compounds. Weekly discussion of laboratory problems will permit some consideration of topics not covered in Organic Chemistry I and II. (CH 242.) 6 hrs. lab., 1 hr. discussion. Breakage fee. Mr. Reingold

CH 351 Physical Chemistry I Fall

A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems and to chemical equilibrium. Non-ideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. Electrochemistry. (MA 113, PH 109, CH 241.) 3 hrs. lect., 4 hrs. lab. Mr. Lindeman

CH 352 Physical Chemistry II Spring

A study of gases, liquids and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple system. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 351.) 3 hrs. lect., 4 hrs. lab. Mr. Lindeman

CH 357 Same as CH 351 but without the laboratory.

CH 358 Same as CH 352 but without the laboratory.

CH 412 Advanced Analytical Chemistry Spring

Evaluation of data; principles and theory of separations, both qualitative and quantitative, by chemical and physical methods; multiple equilibrium calculations. Instrumental methods of analysis: spectrophotometric, electrometric and others. (PH 109, CH 351.) 3 hrs. lect., 3 hrs. lab. Breakage fee. Mr. Pool

CH 421 Biochemistry Fall

An in-depth study of the structure and function of macro-molecules. The physical and chemical properties of proteins, enzymes, and nucleic acids are studied. Topics include: techniques of isolating and determining the physical properties of proteins, the biological function of enzymes and enzyme kinetics, and a physical description of the function and behavior of nucleic acids. (CH 242, CH 351, or permission; BI 125 is recommended.) 3 hrs. lect. 4 hrs. lab. Breakage fee. Ms. O'Brien

CH 422 Biochemistry Spring

A study of intermediary metabolism and energetics of biological systems. Anabolic and catabolic pathways of carbohydrate, amino acid, lipid, and nucleic acid metabolism and models for oxidative phosphorylation are studied. Molecular control, cellular localization, energetics, and mechanism are emphasized. (CH 242 (248), CH 351 or permission; BI 125 is recommended.) 3 hrs. lect. 4 hrs. lab. Breakage fee. Ms. O'Brien

CH 427/428 Same as CH 421/422 but without the laboratory.

CH 431 Advanced Inorganic Chemistry Spring

Atomic structure; molecular structure by valence bond and molecular orbital treatment: transition metal complexes according to valence bond, molecular orbital, crystal field, and ligand field theories. Relations of atomic and molecular structure to chemical and physical properties. Other topics such as crystal chemistry, acid-base theories, solvent systems, and nuclear chemistry. (CH 351.) 3 hrs. lect. Mr. Pool

CH 442 Advanced Organic Chemistry Spring

An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include thermodynamics, conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms and selected rearrangement reactions. Mr. Gleason

CH 452 Physical Chemistry III

An in-depth development of quantum mechanics and statistical mechanics as applied to chemical systems. Emphasis will be on explaining the nature of chemical principles from fundamental molecular theories. Spectroscopy will be examined in detail. Special topics also may be included, as interest warrants. (CH 352.) 3 hrs. lect. Mr. Lindeman

CH 500 Independent Study Project Fall, Spring

Individual study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Work Fall, Winter, Spring

Senior majors may register for two or three course equivalents. The student plans and carries out a laboratory research project generally related to current faculty research interests. This work is normally culminated by the writing of a senior thesis. Staff

CH 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

*Foundations Course

See also Division of Natural Sciences.

See also Program of Environmental Studies.

CHINESE

Associate Professor: John Berninghausen (chairman) *Lecturer:* Gregory Chiang *Instructor:* Jing Wang

The Chinese department offers a structured sequence of instruction in fundamental language skills leading to competency in modern Chinese (Mandarin). Considerable attention is given to familiarizing the student with the rich cultural heritage of China's very long history which is implicitly and explicitly transmitted and embodied by the native language of one billion people.

Besides those courses which train the student in speaking, aural comprehension, reading and writing, a few other courses designed to introduce Chinese literature through English translations are available to any interested student (e.g., CS 220, CS 225, CS 235).

It is possible for students to take Chinese language courses as part of a joint major with another discipline; it is likewise possible for students to elect to major in East Asian Studies under the inter-disciplinary East Asian Studies Program described in this catalog.

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *guoyu or putonghua.)* The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught along with the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have an active knowledge of 600 Chinese characters and more than 1000 compounds by the end of CS 102. Additional drill hours to be arranged.

Mr. Berninghausen and Staff

CS 102/WT Beginning Chinese Winter

(CS 101.) Ms. Wang, Mr. Chiang

CS 102 Beginning Chinese Spring

A continuation of the fall and winter terms with accelerated introduction of vocabulary grammar, sentence patterns designed to facilitate speaking and reading. (CS 102/WT.)

Mr. Berninghausen and Staff

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will

be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101 and 102 is assumed. Grammatical explanation, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany assignments. At the end of the course CS 202 students will be able to read and write approximately 1600 characters. Additional drill hours to be arranged.(CS 102.) Ms. Wang

CS 202 Intermediate Chinese Spring

A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201.) Ms. Wang

CS 220 Modern Chinese and Asian Fiction in Translation Spring

A selection of 20th Century novels and short stories from China, Japan and India. Chosen from works of literary merit and historic significance, the readings will include stories by Lu Xun and Mao Dun, Ba Jin's *Family* and *Fortress Besieged* by Qian Zhongshu. From modern Japanese authors important novels by Kawabata, Dazai, Mishima and Tanizaki will be analyzed, while novels by Narayan and Raja Rao from India will be contrasted with novels by certain Western writers which also dealt with the turbulent changes of 20th century Asia, i.e. Pearl Buck, George Orwell, etc. The course format will be centered upon discussion of each assigned work with prefatory remarks by the instructor. Several short written analyses of the literary dimension will be required of the students. (This course is designed for sophomores and freshmen, limited enrollment.) Mr. Berninghausen

CS 225 Chinese Poetry in Translation Spring

A survey course designed to introduce Chinese poetics as well as major works of poetry from as early as 900–600 BC up to the Tang Dynasty (7th to 9th century AD). Special attention will be given to the 8th century masterpieces of Dù Fǔ (Tu Fu), Lǐ Bó and Wáng Wéi. Ms. Wang

CS 235 Traditional Chinese Fiction in Translation Fall

A general survey of the major writers and works in traditional Chinese fiction. This course will introduce the conventions of the Chinese narrative tradition and will include considerable analysis of Cao Xueqin's 18th century masterpiece, *Hongloumeng (Dream of the Red Chamber,* also known as *The Story of the Stone).*

Ms. Wang

CS 301 Advanced Chinese (Modern Chinese) Fall

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Xiandai Huawen Duben* (Intermediate Reader in modern Chinese) with supplementary readings from newspapers, magazines and other documents. (CS 202 or equivalent.)

Mr. Chiang

CS 302 Advanced Chinese (Modern Chinese) Spring

A continuation of the first term's work with greater emphasis placed on reading works of a literary nature. (CS 301 or equivalent.)

Mr. Chiang

CS 333 Advanced Readings and Composition (Modern Chinese) Fall

This course is designed to develop advanced oral and written skills in both formal and informal Chinese. Students will be required to read and discuss contemporary writings of a non-literary nature including newspaper articles, essays on politics and culture, informal pieces, practical terminology, etc. Several short pieces of writing will be required during the semester. (This course is designed to be particularly useful to the student who is about to live and study in Taiwan, the People's Republic of China, Singapore or Hong Kong.) (CS 302.)

Mr. Chiang

CS 401 Classical Chinese: Introduction to Wenyan (In Chinese). Fall

A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese and compositions which highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by language laboratory tapes. (CS 302 or equivalent.)

Mr. Chiang

CS 402 Classical Chinese: Introduction to Wenyan (In Chinese). Spring

A continuation of CS 401, in the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts as well as a few examples of *wenyan* and semi-*wenyan* writings. (CS 401.)

Mr. Chiang

CS 475 Seminar on Modern Chinese Fiction (in Chinese) Spring

A seminar for the advanced student, this course will focus on a literary analysis of significant works of fiction written in "bai huawen" between 1919 and 1979. Readings from second-

ary sources in English along with a certain amount of structured language learning involving advanced vocabulary and modern language usage will be included. Although most of the primary materials to be covered will be short stories, at least one major novel in Chinese will be covered. Some previous exposure to the basic concepts and various modes of literary criticism is highly desirable. (Prerequisites: CS 220 or CS 235 or comparable course in another literature, CS 333, permission of instructor.)
Mr. Berninghausen

EA 700 Senior Thesis Fall
Mr. Berninghausen

EA 700/WT Senior Thesis Winter
Staff

See also Division of Foreign Languages: FL 251, FL 266 and Interdisciplinary Major in East Asian Studies.

CLASSICAL STUDIES PROGRAM

The Classical Studies Program is a course of study designed to offer a broad, rigorous general education based on the careful study of fundamental Classical works. This study is in its nature an interdisciplinary one, since the fundamental Classical works are works of history, philosophy and literature and are written in Greek and Latin. The interdisciplinary nature of the study is reflected in this program by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

The Classical Studies Program aims to cultivate historical perspective, theoretical rigor, literary sensitivity and taste, and linguistic expertise; and it aims to acquaint students intimately, through the cultivation of these capacities, with the fundamental and enduring works which have informed the culture of the West.

Required for the major in Classical Studies:

A. ***CL 150 The Ancient Epic** *or*
***CL 216 History of Greece** *and*
***PS 101 Introduction to Political Science**
EL 211 Classics of Literature: The Ancient Epic may be substituted for CL 150 in 1982–1983

B. Seven courses in Classical Studies chosen from the following:
CL 110 Introduction to Greek Studies
CL 111 Introduction to Roman Studies
[*CL 115 Introduction to Greek Archaeology]
[*CL 121 Classical Tradition of Liberal Arts]
[CL 151 Masterpieces of Roman Literature]
CL 152 Greek Tragedy *or*
[EL 227 Greek Drama]
CL 217 History of the Roman Republic
CL 220 Greek Science
AR 311 Ancient Art
AR 312 Roman Art
PA 247 Ancient Greek Philosophy
PS 317 Classical Political Philosophy
PS 409 Seminar in Political Philosophy
***RE 110 Introduction to Western Religion**

C. Four courses in Greek or four courses in Latin chosen from:
CL 101 Beginning Latin
CL 202 Intermediate Latin
CL 103 Beginning Greek
CL 204 Intermediate Greek
CL 301 Latin Poetry
CL 302 Latin Prose
CL 303 Greek Poetry
CL 304 Greek Prose
CL 401 Readings in Latin Literature (Fall)
CL 402 Readings in Latin Literature (Spring)
CL 403 Readings in Greek Literature (Fall)
CL 404 Readings in Greek Literature (Spring)

D. **CL 420 Seminar in Classical Literature**

E. **CL 700 Senior Essay** *or*
CL 701 General Examination

CLASSICS

Professor: William Harris *Associate Professors:* Eve Adler (on leave 1982–1983), Ursula Heibges *Visiting Instructor:* Elias Theodoracopoulos

The Classics department's core of courses in English offers a broad introduction to the study of Classical culture, with special emphasis on the close interdependence between the Classical Studies and the various arts and sciences. Intensive introductory courses in Greek and Latin prepare students rapidly for reading in the Classical languages; advanced courses in Greek and Latin are devoted to the close study of literary, philosophical and historical texts.

Required for the major in Classics: 10 courses in Greek and Latin (normally 6 in one language and 4 in the other); 3 courses in Classics in translation chosen with department approval; either CL 705 (Senior Essay) or CL 706 (General Examination).

COURSES IN ENGLISH

CL 110 Introduction to Greek Studies Fall

This course is designed as an introduction to the student who wants to study the Classical world of the Greeks. The student reads from a list of major ancient sources from the several disciplines of Classical studies: literature, history, philosophy, geography, ethnology, archaeology, art history. The instructor will lecture on topics of a background nature which would ordinarily be inaccessible to students and comment on the readings. Mr. Harris
This course is not open to students who have taken CL 100 which this course replaces.

CL 111 Introduction to Roman Studies Spring

The course approaches the world of the Classical Romans, and is much in the same spirit and format as CL 110 above. Mr. Harris
This course is not open to students who have taken CL 100 which this course replaces.

[*CL 115 Introduction to Greek Archaeology]

[*CL 121 The Classical Tradition of the Liberal Arts and Sciences]

[*CL 150 The Ancient Epic]

[CL 151 Masterpieces of Roman Literature]

EL 211 Classics of Literature: The Ancient Epic Spring

A close study of Homer's *Iliad* and *Odyssey,* Vergil's *Aeneid,* and Ovid's *Metamorphoses* in English translation. This course will examine the initial achievement, continuity, and evolution of the ancient epic, with special attention to narrative stragtegies, poetic modalities, historical perspectives, and structural design.
Mr. Littlefield

CL 152 Greek Tragedy and Its Influence Fall

The evolution of various types of tragedy from the 5th century B.C. in Athens to the 1st century A.D. in Rome; relations of these forms to later European adaptations. Theories of tragedy including those of Aristotle. The production of plays. Authors that will be read are Aeschylus, Sophocles, Euripides, Seneca, Shakespeare and Ibsen. Mr. Theodoracopoulos

CL 155 Greek and Roman Comedy Spring

The evolution of comedy from the 5th century B.C. in Athens to the 2nd century B.C. in Rome and its adaptation in Renaissance Europe. Theories of comedy, the production of plays. Authors that will be read are Aristophanes, Menander, Plautus, Terence, Shakespeare and Moliere. Mr. Theodoracopoulos

***CL 216 History of Greece** Fall

A study of the major political and social developments of the Greek world from the Mycenaean period through the 4th century B.C. will be made in this course. Using as primary sources the works of Herodotus, Thucydides, Xenophon and Aristotle (in translation), we will consider the development of historical thought and writing. Other issues of concern will be the formulation of the three types of government (monarchy, aristocracy, democracy) and the growth of democracy at Athens. Staff

CL 217 History of the Roman Republic Spring

The Roman Republic will provide the focus of this course. Of chief concern will be the struggle between the orders (social classes) which gave rise to the Republican constitution; the expansion of Rome's empire within Italy and beyond; the effects of this expansion and the consequent revolution which led to the dissolution of the Republic over the course of the 1st century B.C. and ultimately to the Augustan principate. The history of the 1st century A.D., from the reign of Tiberius to the reign of Nero, also will be considered, if time permits. Staff

CL 220 Introduction to Greek Science Fall

A course in English for humanities and science students which follows the thread of Greek science, a much neglected area, from the beginnings through the third century A.D. It will include medicine, geometry, the beginnings in algebra, and applied science along with technology.
Mr. Harris

COURSES IN GREEK AND LATIN

CL 101 Beginning Latin Fall

An introductory course designed chiefly for the needs of students of English and European languages and literatures, philosophy and history. Emphasis on secure mastery of grammar, building vocabulary, practice in sight-reading, familiarity with the history of Latin literature and of Latin as an international European language. Meets 5 hours/week. Staff

CL 202 Intermediate Latin Spring

A continuation of CL 101, based on intensive reading from authentic texts. Emphasis on reading comprehension, consolidation of grammar and vocabulary, mastery of several poetic meters, elementary matters of genre and style, critical use of translations. Readings selected from Cicero, Catullus, lyric poetry, Vergil and Ovid. (CL 101 or examination.) Staff

CL 103 Beginning Greek Fall

An intensive beginning course which progresses rapidly through the grammar of the language by means of lecture, drill, and close study of selected prose and verse passages from Classical Greek authors. Meets 5 hours/week. Staff

CL 204 Intermediate Greek Spring

A continuation of CL 103. Completion of the rudiments of Greek grammar and syntax, with emphasis on reading comprehension. The course is based on an intensive close reading project, such as a dialogue of Plato. (CL 103 or examination.) Staff

CL 301 Latin Prose Fall

Selected works of Latin prose. Staff

CL 302 Latin Poetry Spring

Selected works of Latin poetry. Staff

CL 303 Greek Poetry Fall

Selected works of Greek epic poetry and tragedy. Staff

CL 304 Greek Prose Spring

Selected works of Greek prose, focusing on either the historians, Herodotus and Thucydides, or Plato. Staff

CL 401 Readings in Latin Literature Fall

An advanced reading course in Latin of works chosen to meet the needs of the students. Staff

CL 402 Readings in Latin Literature Spring

An advanced reading course in Latin of works chosen to meet the needs of the students. Staff

CL 403 Readings in Greek Literature Fall

An advanced reading course in Greek of works chosen to meet the needs of the students. Staff

CL 404 Readings in Greek Literature Spring

An advanced reading course in Greek of works chosen to meet the needs of the students. Staff

CL 420 Seminar in Classical Literature Fall

Studies in a classical author, genre or period to be determined. Staff

CL 700 Senior Essay for Classical Studies Majors Staff

CL 701 General Examination for Classical Studies Majors Staff

CL 705 Senior Essay for Classics Majors Staff

CL 706 General Examination for Classics Majors Staff

COMPUTER SCIENCE

The program in Computer Science at Middlebury is designed with two goals in mind:

- to provide the necessary skills to understand and appreciate how the computer is used in various disciplines
- to provide a solid foundation in computer science

The first of these goals is achieved by having the computer be an integral part of many courses in different departments. In some disciplines the computer is used to provide additional learning opportunities, as in philosophy where the computer provides assistance in developing skills in symbolic logic. In areas like economics, psychology, and geography, the computer is used extensively for statistical analysis of data. In the natural sciences it has become an integral part of most laboratory courses, with students using programs for data analysis and simulation. In addition to this, students from all departments use the computer text preparation facilities for term papers and senior theses. All of this is designed to allow the computer to fit naturally into the curriculum and to allow students to learn to use the computer as an effective tool regardless of their major.

The second of these goals is met by 5 computer science courses. These are: MA 103 (Introduction to Computers), MA 213 (Programming I), MA 223 (Programming II), MA 323 (Computer Systems and Assembly Language Programming), and MA 325 (Data Structures and File Processing). Detailed descriptions of these courses are listed under Mathematics (below). In general terms, MA 103 and MA 213 provide two distinctly different introductory courses. It is expected that students desiring a single course which provides a broad overview of computing and computers will elect MA 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration in computer science will elect MA 213. The remaining three courses are designed to expand a student's programming skills and understanding of important concepts in computer science. The sequence MA 213, MA 223, MA 323, MA 325 closely follows the Core Curriculum in Computer Science as recommended by the Association for Computing Machinery. In addition students may do additional independent work (MA 500) in computer science, or as a mathematics major select a computer science topic for the senior thesis (MA 704). Thus, even though Middlebury does not offer a major in computer science, students are able to take core courses in this area and to be well-prepared for further study in computer science or a related discipline.

A number of concentrations have been designed around the core sequence. Each begins with MA 213, MA 223, and MA 325, which together provide a thorough understanding of important concepts and techniques in computer science. The fourth course in the concentration may be taken from any of several related areas and is designed to introduce the student to one of the many areas of study in which the computer has become an indispensable tool. These courses include MA 200, MA 310, MA 311, MA 315, MA 318, and MA 323.

CREATIVE AND EXPOSITORY WRITING

The College Requirement in Writing: During the freshman year, each Middlebury student must take a one-semester course which has an emphasis in writing. Departments in all divisions offer such courses. The student with a special interest in creative writing may satisfy this general college requirement by taking an introductory course in the writing of poetry or fiction that will also serve as a prerequisite for additional creative writing courses. (See Freshman Writing Program on p. 108 for further information.)

The Courses Offered in Creative Writing: Sequences of courses are offered in poetry, fiction and non-fiction. As a junior or senior, a student may apply to do further writing as independent study. A major in the English department or American literature department may undertake an Honors project in creative writing in poetry or fiction or a combination of the two, in the senior year. (See American literature and English department copy for specific course information.)

The Concentration in Creative Writing: Students majoring in disciplines outside the humanities may satisfy the concentration requirement by taking a concentration in creative writing which includes an introductory course, an intermediate course, an advanced workshop, and a course in the study of literature selected from a group of designated courses in English or American literature. Interested students may elect a further independent study course.

Bread Loaf Writers' Conference and Bread Loaf School of English: In addition, interested and qualified students may have access to summer programs offered at the Bread Loaf Writers' Conference, the Bread Loaf School of English and the Bread Loaf School in Oxford.

PROGAM IN EAST ASIAN STUDIES

Participating faculty: Mr. Berninghausen, chairman (Chinese Language and Literature), Mr. Chiang (Chinese Language and Culture), Mr. Clifford (History), Mr. Davis (History), Mr. Illick (Geography), Mr. Lopez (Religion), Mr. McGough, (Sociology/Anthropology), Mr. Miyaji (East Asian Languages and Culture), Mr. Rosenberg (Political Science), Ms. Wang (Chinese Language and Literature).

The East Asian major is designed for those students who wish to undertake an interdisciplinary approach to this region of great historical and contemporary importance.

The term "East Asia" refers to China, Japan and Korea, and the program's intellectual integrity stems from the fact that all parts of the region have been formed, to one degree or another, under the powerful stimulus of high Chinese culture. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments which will explore connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Requirements for an East Asian Studies Major: The East Asian Studies major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese.* (See Section II of both Alternatives A and B below.) Coursework in spoken and written Chinese may be taken at Middlebury during the regular academic year, in the Middlebury summer intensive program and with the approval of the Chinese department chairman some language study at the level of CS 302 or higher may be taken at certain language training programs or centers in Taiwan, the People's Republic of China, Hong Kong or Singapore (see Alternative B).

Each EAS major is expected to select a probable senior thesis adviser from the faculty members participating in this program and to discuss his/her proposed course of study with the program chairman and the senior thesis adviser by the beginning of the junior year. In most cases, it will be necessary for the EAS major to take one or two courses during the fall semester of the junior year to gain extra methodological preparation for researching and writing the senior thesis. (The program chairman may require an EAS major to take EA/HI 415 in the fall of the junior year depending on the student's needs.)

In this program, departmental Honors for majors will be awarded as follows: *Honors* for a thesis graded B+ or higher with at least a 3.4 average in all EAS courses, *High Honors* for thesis graded A− or A with at least a 3.6 average in all EAS courses, *Highest Honors* for an A thesis with at least a 3.75 average in EAS courses.

*At present, Japanese language courses are not offered during the regular academic year. However, coursework in spoken and written Japanese leading to sufficient proficiency in that language may be taken during the summer at the Middlebury summer intensive program and with the permission of the chairman of the program and the senior thesis adviser at an approved language training program in Japan.

ALTERNATIVE A

Section I. Each East Asian Studies major electing this option (Alternative A) will take a total of eight courses from no fewer than four disciplines (i.e., four different departments†). Other courses may, with the permission of the program chairman, count towards the major.

Five courses required of all majors:

HI 207 Imperial China

Plus *one* of the following:

RE 215 Shinto: Japanese Indigenous Religious Beliefs
HI 209 Traditional Japan
HI 331 Modern East Asia, 1750–1912
HI 332 Modern East Asia, 1912–1976

Plus *one* of the following:

SA 335 Chinese Society and Culture
PS 220 Asian Politics
GG 330 South and East Asia
HI 424 Communism in China

Plus *two* of the following:

AR 204 Art of China
RE 115 Introduction to Eastern Religious Life and Thought
RE 211 The Buddhist Tradition: China and Japan
RE 215 Shinto: Japanese Indigenous Religious Beliefs
CS 220 Modern Chinese and Asian Fiction in Translation
CS 225 Chinese Poetry in Translation
CS 235 Traditional Chinese Fiction in Translation
CS 475 Seminar on Modern Chinese Fiction (in Chinese)

Plus *three* other courses selected by the student from the following:

AR 204 The Art of China
CS 220 Modern Chinese and Asian Fiction in Translation
CS 225 Chinese Poetry in Translation
CS 235 Traditional Chinese Fiction in Translation

CS 475 **Seminar on Modern Chinese Fiction (in Chinese)**
GG 330 **South and East Asia**
HI 209 **Traditional Japan**
HI 331 **Modern East Asia, 1750–1912**
HI 332 **Modern East Asia, 1912–1976**
HI 335 **Chinese Intellectual History**
HI 415 **Writing and Research, East Asia**
HI 424 **Communism in China**
HI 430 **Chinese Institutional History**
PS 220 **Asian Politics**
PS 404 **The Political Economy of Development**
RE 115 **Introduction to Eastern Religious Life and Thought**
RE 211 **The Chinese Tradition**
Re 215 **Shinto: Japanese Indigenous Religious Beliefs**
SA 335 **Chinese Society and Culture**

Section II. A total of six regular semester courses in Chinese language instruction plus one Winter Term course between CS 101 and CS 102 will normally be required of the East Asian studies major.

CHINESE LANGUAGE COURSES

CS 101-102 **Beginning Chinese** Fall, Winter, Spring
CS 201-202 **Intermediate Chinese** Fall, Spring
CS 301-302 **Advanced Chinese** Fall, Spring

Any student majoring in this program is required to complete a minimum of four semesters of Chinese language (or Japanese language) instruction — CS 101-102, 201 and 202 (or JA 101-102, 201 and 202) *prior* to the start of the senior year. It is, however, strongly recommended that the full six semesters of Chinese (or Japanese) up to and including CS 302 or JA 302 be completed by the junior year if at all possible.

Section III. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the chairman of the EAS Program and the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. A rough outline and bibliography showing what materials the student intends to use to research his/her thesis topic is to be given to the program chairman by October 7. A series of colloquia will afford each major the opportunity to present preliminary findings to faculty and students during the second half of the fall semester and Winter Term. At least one completed copy of the senior thesis to be submitted to the program chairman no later than noon on the last Friday of Winter Term classes. Three bound copies are to be given to the program chairman by the first week of the spring term. A thesis that is submitted late will not be eligible for Honors.

HI 415 **Writing and Research, East Asia** Fall Mr. Davis
EA 700 **Senior Thesis** Fall Mr. Berninghausen
EA 700/WT **Senior Thesis** Winter Staff

ALTERNATIVE B

Section I. Each East Asian Studies major electing this option (Alternative B) will take a total of six courses from no fewer than four disciplines (i.e., four different departments†). Other courses may, with permission of the program chairman, count towards the major.

Required of all majors under this option:
HI 207 **Imperial China**

Plus *one* of the following:
RE 215 **Shinto: Japanese Indigenous Religious Beliefs**
HI 209 **Traditional Japan**
HI 331 **Modern East Asia, 1750–1912**
HI 332 **Modern East Asia, 1912–1976**

Plus *one* of the following:
SA 335 **Chinese Society and Culture**
PS 220 **Asian Politics**
GG 330 **South and East Asia**
HI 424 **Communism in China**

Plus *one* of the following:
AR 204 **Art of China**
RE 115 **Introduction to Eastern Religious Life and Thought**
RE 211 **The Buddhist Tradition: China and Japan**
RE 215 **Shinto: Japanese Indigenous Religious Beliefs**

CS 220 **Modern Chinese and Asian Fiction in Translation**
CS 225 **Chinese Poetry in Translation**
CS 235 **Traditional Chinese Fiction in Translation**
CS 475 **Seminar on Modern Chinese Fiction (in Chinese)**

Plus *two* other courses to be chosen from the following:

AR 204 **The Art of China — Modern**
CS 220 **Modern Chinese and Asian Fiction in Translation**
CS 225 **Chinese Poetry in Translation**
CS 235 **Traditional Chinese Fiction in Translation**
CS 475 **Seminar on Modern Chinese Fiction (in Chinese)**
GG 330 **South and East Asia**
HI 209 **Traditional Japan**
HI 331 **Modern East Asia, 1750–1912**
HI 332 **Modern East Asia, 1912–1976**
HI 335 **Chinese Intellectual History**
HI 415 **Writing and Research, East Asia**
HI 424 **Communism in China**
HI 430 **Chinese Institutional History**
PS 220 **Asian Politics**
PS 404 **The Political Economy of Development**
RE 115 **Introduction to Eastern Religious Life and Thought**
RE 211 **The Chinese Tradition**
RE 215 **Shinto: Japanese Indigenous Religious Beliefs**
SA 335 **Chinese Society and Culture**

Section II. The East Asian major who has chosen Alternative B will complete a total of five regular credits plus one Winter Term credit in the Chinese language training program (listed below) preparatory to direct cultural experience and intensive language training in an approved structured program in Taiwan, Singapore, Hong Kong, or the People's Republic of China. The overseas language and cultural course work should earn either 4 or 5 credits depending upon whether the student goes for the spring term or Winter Term plus spring term (probably during the junior year). Study in Japan of the Japanese language (at the 300 level) is a possible alternative and would, if approved, require the student to complete JA 202 prior to taking a semester plus Winter Term intensive language study in Japan (probably during the junior year) and to follow the same other requirements outlined in Alternative B.

CHINESE LANGUAGE COURSES

CS 101-102/WT-102 **Beginning Chinese** Fall, Winter, Spring
CS 201-202 **Intermediate Chinese** Fall, Spring
CS 301 **Advanced Chinese** Fall
CS 302 plus other language credits earned in East Asia.

Section III. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. A rough outline and bibliography showing what materials the student intends to use to research his/her thesis topic is to be given to the program chairman by October 7. A series of colloquia will afford each major the opportunity to present preliminary findings to faculty and students during the second half of the fall semester and Winter Term. At least one completed copy of the senior thesis to be submitted to the program chairman no later than noon on the last Friday of Winter Term classes. Three bound copies are to be given to the program chairman by the first week of the spring term. A thesis that is submitted late will not be eligible for Honors.

HI 415 **Writing and Research, East Asia** Fall
Mr. Davis

EA 700 **Senior Thesis** Fall
Mr. Berninghausen

EA 700/WT **Senior Thesis** Winter
Staff

N.B.: Given the interdisciplinary nature of this major, East Asian Studies is not an appropriate choice for one-half of a joint major. Students wishing to take a joint major in a discipline (social science, natural science or humanities) combined with Chinese

language should consult the Chinese department.

ECONOMICS

Professors: Michael Claudon (chairman), John Craven, David Smith *Associate Professors:* Richard Cornwall, Paul Sommers *Assistant Professor:* David Audretsch *Instructor:* Juergen Fleck *Visiting Instructor:* Charles Schnitzlein *Christian A. Johnson Distinguished Visiting Professor:* David C. Colander

I. THE MAJOR

Beginning with the Class of 1984, the Economics major consists of four sequences plus required senior work.

Introductory Sequence: EC 150, EC 155, MA 112, and MA 115 (or MA 115 and MA 200). Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra and of elementary calculus. This prerequisite may be satisfied either by a strong high school mathematics preparation or by completing MA 112.

NOTE: No student who receives a grade below C– in *either* EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C– to be admitted to EC 211 without permission. MA 105, a Foundations course is particularly good preparation for EC 210.

Intermediate Theory Sequence: EC 350 and EC 355. MA 115 is a prerequisite for EC 355 and EC 350. MA 115 and EC 350 may be taken concurrently.

NOTE: It is important that these three sequences be completed by the end of the fall term, junior year.

Elective Sequence: At least four electives, two of which must be at the "400" level.

Honors: Seniors interested in earning Honors in economics may enroll in EC 800 during fall and winter term. In the latter case, the thesis is due by April 1. To enroll in EC 800, students must have completed the three nonelective sequences by the beginning of the fall term, senior year, and must have earned at least a B average in economics courses.

II. ECONOMIC CONCENTRATIONS

The following courses are not considered as applied economics courses, and therefore do not fill such a requirement in any economics or interdepartmental concentration involving economics: EC 100, EC 210, EC 211, EC 315, and EC 410.

III. POST-GRADUATE PREPARATION

Persons considering graduate programs in economics are urged to complete the first three sequences plus EC 410 and either MA 315 or MA 318.

Aspirants to M.B.A. programs are urged to complete the first three sequences plus EC 315 and EC 320.

Taking MA 200 in addition to MA 112 and MA 115 provides much more adequate preparation for graduate study in either economics or business than does MA 115 alone.

Law school candidates are strongly urged to take EC 315.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing MA 123 (Computer Programming I).

EC 100 Basic Elements of the American Economy Fall, Spring

The course will involve a broad coverage of the historical background and central factors in the price-directed American economy. It will involve a study of our European heritage of economic ideas; Demand and Supply, along with relevant applications; the economic activity of firms and consumers as portrayed in theory and practice; money and the monetary history of the U.S.; and a limited analysis of national economic aggregates. The course is designed to serve the interests of freshmen and sophomores. It will not count toward the Economics major. No mathematics capability is expected. (Juniors and seniors by permission.) Mr. Smith

NS 150 Environmental Studies (See Division of Natural Sciences.)

EC 150 Introductory Economics (Macro) Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation. (Working knowledge of calculus.) Staff

EC 155 Introductory Economics (Micro) Fall, Spring

An introduction to the analysis of such micro-

economic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income; and public policy options bearing on these problems. (Working knowledge of calculus.) Staff

EC 210 Economic Statistics Fall

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation and hypothesis testing including contingency table analysis. A weekly one hour lab at the computer center is part of this course in addition to three hours of class meetings per week. (MA 112.) Mr. Audretsch

EC 211 Economic Statistics: Introducton to Regression Analysis Spring

Introduction to the theory of finding a relation between one dependent variable and several independent variables. Topics include hypothesis testing, transformation of variables, dummy variables, serial correlation and bias due to simultaneity. Critical analysis of examples of regression analysis as well as a project requiring regression are important parts of the study. Applications of statistical methods include portfolio theory, tests of random walk hypotheses, choice under uncertainty, and alpha-beta analysis of stock prices. A weekly one-hour lab at the computer center is a required component of this course. (EC 210.) Mr. Cornwall

EC 315 Accounting Fall, Spring

A study of the accounting procedures used by proprietorships and corporations, with maximum attention to theoretical considerations involved. (This course is best deferred until senior year by students seeking graduate school in business or law.) Mr. Smith

EC 320 The Corporation Spring

A study of the economic and social roles played by the corporation; a study of the use of accounting data in corporate decision making; and a study of the human productivity aspects involved in the corporation. (EC 150, EC 155 and EC 315.) Mr. Smith

[EC 335 Comparative Economic Systems] Offered in 1983–84

EC 350 Macroeconomic Theory Fall

Macroeconomic theory provides a framework in which the major forces affecting the overall performance of the economy can be isolated and their influence on aggregate activity analyzed. Its goal is to provide a basis for prediction and control of such economic aggregates as the level of employment and unemployment, the general price level, and the level and rate of growth of national income and product. (EC 150, EC 155, MA 112 and MA 115. MA 115 may be taken concurrently.) Mr. Fleck

EC 355 Microeconomic Theory Spring

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112, MA 115 and EC 155.) Mr. Sommers

EC 360 Urban Economics and the Economics of Urban Problems Fall

Consideration of such topics as the location of economic activity; trends in U.S. urban structure; urban transportation, housing, and finance; planned cities; and metropolitan governments. (EC 155 and MA 112.) Mr. Fleck

EC 365 Environmental Economics Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 100, EC 150 and EC 155 or permission.) Mr. Smith

EC 380 Radical Economics Spring

An examination and evaluation of radical critiques of the methodology and content of orthodox economics. (EC 150 and EC 155.) Mr. Craven

[EC 385 Labor Economics] Offered in 1983–84

EC 394 The Economics of Natural Resource Management Fall

The optimal use of natural resources is examined from a theoretical framework based on microeconomic models and welfare economics. Particular emphasis is given to the issues of energy economics and the optimal depletion of scarce resources. The validity of benefit-cost analysis as a means of resource allocation will be evaluated. (EC 150 and EC 155.) Mr. Schnitzlein

EC 404 Topics in Economic Theory and Policy Fall

A seminar dealing with issues in theory and policy that are of current interest. (EC 350, EC 355, EC 210, EC 211.) Mr. Audretsch

EC 410 Econometrics Spring

Methods for modelling and testing economic theory. Topics include methods of estimation

and inference using the linear regression model and methods of estimation when the assumptions of this model are violated because of errors in variables, serial correlation and simultaneous systems of equations. These methods include generalized least squares, instrumental variables, two stage least squares and maximum likelihood estimation. An important component of class work will be analyzing the use of statistics in recently published tests of economic theory. Students will be asked to use these methods in a project of their own. (EC 211 and MA 200.)
Mr. Cornwall

[EC 430 Inequality and Poverty] Offered in 1983–84

EC 440 The Economics of International Trade Fall
A study of the economic basis of trade among nations, its composition and impact on domestic economics. (EC 210 and EC 355.) Mr. Claudon

EC 445 International Finance Spring
An analysis of the monetary aspects of international economics with attention being given to balance of payments and currency valuation theory and policy formation, and to macroeconomics of open economies within current and past institutional frameworks. (EC 210 and EC 350.) Mr. Claudon

EC 450 History of Economic Thought Spring
Writings of the most notable contributors to the advancement of economic thought and analysis and critiques of their work are studied and reviewed. Authors include predecessors of Adam Smith and successors to J. M. Keynes. (EC 350 and EC 355.) Mr. Audretsch

EC 460 Industrial Organization Fall
The structure and performance of American industry are examined in the light of economic theory. Public policies toward business are reviewed and evaluated. (EC 355.) Mr. Craven

EC 470 Public Finance Fall
An analysis of the effects of government expenditure and taxation on economic efficiency. Topics include the efficiency in providing public services; externalities; cost-benefit analysis; and alternative modes of income redistribution including current welfare programs, consumption subsidies, and negative tax plans. (EC 355 or permission.) Mr. Sommers

EC 475 Monetary Theory and Financial Institutions Spring
A two-part course focusing on the U.S. financial system and the way it reacts to policy measures. The first part of the course examines the role and productivity of money, the institutional structure of U.S. financial markets, and the organization of the Federal Reserve System. Part two examines the major alternative views of financial-real sector interaction (Monetarist, neo-Keynesian, Portfolio Balance, etc.) their empirical formulation for forecasting, and problems of monetary policy implementation. (EC 350.) Mr. Fleck

EC 495 Microeconomic Foundations of Macroeconomics I Fall
Mr. Colander

EC 496 Competition, Monopoly and Rent Seeking Fall
Mr. Colander

EC 497 Microeconomic Foundations of Macroeconomics II Spring
Mr. Colander

EC 498 Christian A. Johnson Seminar Spring
Mr. Colander

EC 500 Individual Special Projects Fall, Spring
(Permission. See Handbook.) Staff

EC 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

EC 800 Senior Research for Honors Fall, Spring
(Permission.) Staff

See also Division of Social Sciences.

See also Program in Environmental Studies.

ENGLISH

Professors: Paul Cubeta, Robert Hill, David Littlefield, Edward Martin (chairman), Robert Pack, Henry Prickitt *Associate Professors:* John Bertolini, John Elder, David Price *Assistant Professors:* Raymond Carney, Jay Parini *Visiting Assistant Professors:* Sydney Lea, Elizabeth Napier

Because of the varied nature of the department's offerings, courses are differentiated by their second and third digits in the following manner.

Literature (00-19) (Dramatic Literature (20-39) Writing (60-79)

FRESHMAN WRITING COURSES

EL 101, 103, 104, 105, 107, 170 and 175 all satisfy the freshman writing requirement. For a full description of the Freshman Writing Program, and other writing courses, see pp. 86 and 108.

EL 101 Narrative Fiction Fall, Spring

Short stories and novels from various 19th and 20th century British and American writers. Selections vary from year to year. Papers will emphasize close attention to texts, on the understanding that ability to read well and thoroughly is a necessity for competent self-expression. Staff

EL 103 Lyric and Narrative Poetry Fall, Spring

Close analysis of selected poems both traditional and modern. Among the variety of poets considered will be Shakespeare, Spenser, Donne, Milton, Marvell, Pope, Wordsworth, Keats, Arnold, Emily Dickinson, Yeats, T.S. Eliot, Stevens, and Frost. This course is strongly recommended for those students who think they may be English or American Literature majors. With its attention to a variety of poetic styles throughout English and American verse, the course is partly designed as introductory to the 200 level courses in both disciplines. Staff

EL 104 Drama: Classics and Commercials Spring

An examination of classic and contemporary forms of drama through the juxtaposition of Shakespearean plays with contemporary film, theater, television programs and commercials. In addition to Shakespeare's *Henry IV, Part I* and *Othello* we shall study works by Pinter, Chaplin, Simon, and selected examples of television programming. The course will emphasize critical writing as a means of developing the capacity for critical thought. Mr. Carney

EL 105 Drama Spring

Masterpieces of comic drama by such playwrights as Aristophanes, Shakespeare, Moliere, and Shaw will be analyzed in terms of the psychology of farce, the nature of comic form, and the dramatic techniques of comedy so that, through class discussions and papers, new ways of enjoying and understanding the wit and wisdom of the comic vision may be discovered. Film versions and recordings of several of the plays will be used. Mr. Bertolini

EL 107 The Essay Fall

Assignments and discussion will focus on the work of six contemporary essayists: Aldo Leopold, Loren Eiseley, Lewis Thomas, Annie Dillard, Edward Abbey and Peter Matthiessen. These authors share an interest in nature which facilitates comparisons among them. Students will keep journals on the reading as a basis for their own experiments with organization and voice. Mr. Elder

Admission to EL 170 and EL 175 below is by permission for upperclassmen. Students should submit a written request to the department prior to registration. Previous accomplishment is not a requirement for admission to the course: we are looking for commitment to writing as an activity.

EL 170 The Structure of Fiction Fall, Spring

An introduction to the reading and writing of some of the forms of fiction. Attention will be given to the technical aspects of selected novels and short stories, which will be analyzed in discussion and written assignments. Other assignments will include exercises in particular structures, such as character and setting, point of view, scene, dialogue and narration. Student stories will be analyzed and discussed. (Permission. See above.) Staff

EL 175 The Structure of Poetry Fall, Spring

An introduction to the reading and writing of poetry which emphasizes its structural and musical aspects. Exemplary American and English poems will be examined carefully to appreciate, as Frost says, "the easy way the obstacle of verse is turned to advantage." (Permission. See above.)

Mr. Price (Fall), Staff (Spring)

MAJOR PROGRAM

Required for a Major in English are (1) Interpretation of Literature: an Historical Approach (EL 201-202); (2) Distribution Courses: five courses in literature, one chosen from each of the following groups: A) EL 301, 302; B) EL 224, 303, 304; C) EL 206, 305; D) EL 207, 313, 314, AL 202, 301, 304; E) EL 208, 209, 212, 229, AL 302, 304; (3) a seminar, which may satisfy a distribution requirement; (4) Shakespeare (EL 321); (5) the Senior Program.

The Senior Program includes an optional written project (a Senior Essay or Honors Thesis) and the General Examination (required). The Senior Essay is a one-term project; the Honors Thesis is a two-term project. Normally, essays and theses are critical studies of some aspect of an author's work, but students who have taken EL 460 may petition to undertake a creative writing project to satisfy the requirement. Each senior is assigned to a faculty member for guidance on the essay or honors thesis.

The General Examination receives one course-credit. The examination will be based on a General Reading List. Departmental Honors will be awarded on the basis of course grades, the General Examination and the Senior Essay or Honors Thesis.

LITERATURE

***El 110 Continental Fiction** Spring

A study of major novels and some shorter works by 19th and 20th century European authors, including Flaubert, Zola, Tolstoy, Dostoevsky, Mann, Kafka, Sartre, and Camus. In their range and sweep, these works of fiction trace the main lines of development of narrative form in modern Western art. They are triumphs of achievement and innovation aesthetically and conceptually; they give a felt sense of significant and significantly different levels of society, culture, and periods of history; and between them they dramatically enact or embody most of the central preoccupations of Western man, his great dilemmas as well as his great ideas. Mr. Price

[*EL 111 European Drama: Renaissance to Modern] Offered in 1983-84

[*EL 112 Mythologies Timeless and Timely, Traditional and Contemporary] Offered in 1983-84

The EL 201-202 sequence introduces students in some depth to writers whose works are regarded as central to the English poetic tradition as it has developed from the Middle Ages to the modern period.

EL 201 Interpretation of Literature: Chaucer, Shakespeare, Milton Fall

In this course students will study selections from both Chaucer's *Canterbury Tales* and Shakespeare's plays and Milton's *Paradise Lost* in its entirety. (Open to sophomores, to junior and senior English or American Literature majors, and to other juniors and seniors, space permitting.) Staff

EL 202 Interpretation of Literature: Pope to Yeats Spring

In this course students will read selected major poems of Pope, Wordsworth, Tennyson, and Yeats. (EL 201 or permission.) Staff

EL 205 The Vision of Nature Spring

An introduction to three topics of major importance to contemporary environmental thought: the origins of autobiographical art grounded in the landscape; the development of a wilderness-ethic from the revaluation of mountainous terrain; and the new synthesis of traditional Western thought with Native American, Buddhist, and scientific elements. The works of Wordsworth, Thoreau, Constable, Church, Muir, Whitehead, and Snyder will figure prominently in the syllabus. Mr. Elder

EL 206 The Early Novel Fall

The development of the English novel in the 18th century. Novelists include Defoe, Swift, Richardson, Fielding, Smollette and Sterne. Mrs. Napier

EL 207 Nineteenth Century Fiction Fall

Analysis of form and theme in representative English novels of the 19th century. Novelists to be read include Austen, Dickens, Thackeray, the Brontës. Eliot and Hardy. Mr. Parini

EL 208 The Twentieth Century English Novel Fall, Spring

The course will focus on the novelists of the modern period: Conrad, Joyce, Lawrence, Forster, and Woolf. Background readings from such figures as Bergson, Freud, and William James will help define the intellectual context within which these novelists worked. Mr. Price (Fall), Mr. Elder (Spring)

EL 209 Contemporary Literature Spring

Readings in contemporary fiction, nonfiction, poetry, and drama. We will focus on literature as an effort to capture the forms and forces of contemporary life, writing as a living record of the ways we live today. Mr. Carney

EL 211 Classics of Literature: The Ancient Epic Spring

A close study of Homer's *Iliad* and *Odyssey,* Vergil's *Aeneid,* and Ovid's *Metamorphoses* in English translation. This course will examine the initial achievement, continuity, and evolution of the ancient epic, with special attention to narrative strategies, poetic modalities, historical perspectives, and structural design. Mr. Littlefield

[EL 212 Modern British Poetry] Offered in 1983-84

EL 224 Medieval and Renaissance Drama Spring

A study of Elizabethan and Jacobean dramaturgy as practiced by such masters of comedy and tragedy as Marlow, Jonson, Shakespeare, Webster and Ford, with medieval drama as a background. Mr. Bertolini

[EL 227 Greek Drama]

[EL 229 Modern British Drama] Offered in 1983-84

EL 301 Chaucer Fall

Reading and discussion of selections from the *Canterbury Tales,* and *Troilus and Criseyde,* with reference to intellectual backgrounds and developments in Gothic style through the 14th century. Mr. Martin

EL 302 Medieval Literature Spring

This course will introduce students to some major works and major impulses in the literature of the Middle Ages. Taking as its foci the medieval forms of epic and romance, the course will study works such as *Beowulf, Sir Gawain and The Green Knight,* Dante's *Divine Comedy,* Chaucer's *Troilus and Cryseide,* Mallory's *Morte d'Arthur,* and Boccaccio's *Decameron.* In addition some time will be spent on Old and Middle English lyrics. The aim of the course will be to illuminate the ways in which these works exemplify the medieval views of the world and of art. Mr. Martin

[EL 303 English Literature of the Sixteenth Century] Offered in 1983-84

AL 304 Modern American Poetry Fall

A study of American poetry of the modern period with emphasis on the works of Robinson, Frost, Stevens and Williams, though poems by Cummings, Crane and Roethke also will be examined. The themes of desire and despair, and the belief in the curative power of poetic design, will be traced throughout the poetry to be studied. (Permission.) Mr. Pack

EL 304 English Literature of the Seventeenth Century Fall

A survey of the thought and literature of the 17th century. Selected works of both prose and poetry by Bacon, Burton, Jonson, Donne, Herbert, Marvell, Hobbes and Milton, with attention to the historical and cultural background of the period. Mr. Littlefield

[EL 305 Poetry and Prose of the English Augustan Age] Offered in 1983-84

EL 313 English Romanticism Fall

Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron. Mr. Hill

EL 314 Victorian Poetry Spring

This course will be centered on selections from the three major Victorian Poets: Tennyson, Browning and Arnold. The approach is thematic and lectures will be organized around such major concerns as the poet as alien figure, materialistic determinism, the effects of the "new" science, the role of women, "the myth of Evolution," attitudes about war, the "Pathetic Fallacy," etc. Students will be encouraged to read judiciously and widely in other major Victorian prose writers such as Carlyle, Mill, Ruskin, Swinburne and Hardy. Mr. Hill

[HI 318 English History as a Background for English Literature]

EL 321 Shakespeare Fall, Spring

An intensive scrutiny of language, character and theme in several of Shakespeare's plays with a primary focus on *Hamlet* and *King Lear.* (Juniors and seniors.)

Mr. Bertolini (Fall), Mr. Cubeta (Spring)

SEMINARS

All English department seminars are permission courses. The student must obtain the approval of the English department prior to registration.

EL 401 Seminar: John Milton Spring

A study of the major poetry: "L'Allegro" and "Il Penseroso," *Comus,* "Lycidas," *Samson Agonistes, Paradise Lost,* and *Paradise Regained;* and selected prose: "On Education," *The Doctrine and Discipline of Divorce, Areopagitica,* and selections from the political tracts. Attention will be directed to the social, religious, and political aspects of Milton's work as well as his literary achievement. (Permission.)

Mr. Littlefield

EL 403 Seminar: Wordsworth and Frost Spring

Selected poems by the two poets will be studied in the context of the themes of belief and skepticism, with special attention to the poems in which Frost enters into implicit dialogue with Wordsworth. (Permission.) Mr. Pack

EL 407 Seminar: William Butler Yeats Fall

Extensive readings in most of Yeats' works with intensive study of selected poetry. Works to be read, or read in, outside the required reading of all the poetry will include: *The Autobiography, The Collected Plays, A Vision, Mythologies, Irish Fairy and Folk Tales* (ed. Yeats), *Ideas of Good and Evil, Discoveries, Per Amica Silentia Lunae, The Cutting of an Agate.* (Permission.) Mr. Hill

EL 410 Seminar: George Bernard Shaw Fall

The major plays from 1894–1931, including *Caesar and Cleopatra, Man and Superman, Major Barbara,* and *St. Joan,* with emphasis on Shaw's characters, thought and dramaturgy. (Permission.) Mr. Bertolini

EL 421 Seminar: Shakespearean Tragedy Spring

An intensive scrutiny of language, character and theme in several of Shakespeare's major tragedies. Limited to juniors and seniors. Preference given to non-English majors. Not open to those who have taken EL 321. (Permission.)
Mr. Cubeta

WRITING

[EL 260 Intermediate Workshop: Nonfiction]
Offered in 1983-84

EL 270 Intermediate Workshop: Fiction Fall, Spring

Study and practice in techniques of fiction through workshops and readings in short stories and novels. Emphasis will be placed on revision; individual conferences with the instructor will be arranged. (EL 170 or EL 175 and permission.)
Staff (Fall), Mr. Parini (Spring)

EL 275 Intermediate Workshop: Poetry Fall

Students are encouraged to experiment in different forms in order to broaden their sense of the expressive possibilities of poetic design and to enhance their own technique and style. The class will meet twice a week to discuss samples of contemporary poetry and each other's work in the spirit of frank but helpful criticism. Emphasis will be placed on the revision of poems in the belief that the longer the imagination dwells on a poem's possibilities, the more powerful will be the resulting invention. Active participation in discussion is expected of all students. Individual conferences with the instructor will be arranged. (EL 170 or EL 175 and permission.) Mr. Pack

EL 460 Seminar: Advanced Writing Fall, Spring

A workshop course of advanced students in poetry, fiction and non-fiction. Individual projects at progressive stages of their composition will be discussed in workshop sessions and in conferences with instructors. Visiting writers will participate in the workshops from time to time. (EL 260, EL 270 or EL 275 and permission.) May be taken more than once.
Mr. Parini (Fall), Mr. Lea (Spring)

SPECIAL PROJECTS

The department will consider applications from qualified students who wish to undertake special projects in literature, dramatic literature and writing. A student proposing to undertake such a project should submit a detailed proposal to his adviser two weeks prior to registration.

EL 500, 520, 560 Special Projects Fall or Spring
Staff

SENIOR PROGRAM

The Senior Program includes a required General Examination (EL 705) and an optional one-term Senior Essay or a two-term Honors Thesis (EL 700 or 710). Normally seniors register for one unit of EL 700 or 710 in the fall term and register for the General Examination (EL 705) in the Winter Term. Students undertaking two-term Honors Theses programs register for and complete them during spring term.

All Senior Essays (one-term writing programs and projects) must be completed no later than the end of the first week of Winter Term. Late essays will receive a grade no higher than C. No essays will be accepted after the end of Winter Term. All Honors Theses (two-term writing programs and projects) must be completed no later than the end of the second week of classes after spring recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in an Honors Thesis program unless he or she has accomplished and submitted a substantial amount of work during fall term.

THE PROGRAM IN ENVIRONMENTAL STUDIES

The interdisciplinary major in environmental studies has fields of emphasis in any of the natural sciences plus the social sciences, economics and geography. Middlebury's locale affords a unique opportunity for field work in these areas and the major is designed to take full advantage of this opportunity. It is designed for the student who comes to Middlebury with an interest in such interdisciplinary careers as terrestrial or marine ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning, human ecology or

environmental economics.

The curriculum is carefully constructed from the College's offerings in consultation with the individual student. Students majoring in environmental studies take an emphasis core of courses in biology, chemistry, economics, geography, geology, or physics plus cognates in science and nonscience. All major tracks require a core of the following: BI 190 (General Ecology), MA 112 (Mathematical Analysis I), a course in economics and a course in statistics and computer use. The latter is chosen in consultation with the track adviser from several offered in various departments. In addition, courses in senior research are required of all environmental studies majors. The depth in his field of emphasis and the breadth in the cognate courses give the student a foundation and perspective in environment that are appropriate to the liberal arts tradition. The major is designed as preparation for graduate school in most cases. Also, the breadth releases the senior Independent Study from the confines of a departmental major permitting instead the study of a topic that has interdisciplinary aspects and permits interdisciplinary seminars. Seminars involving senior thesis reports from all students are held throughout the senior year as projects are completed.

The Environmental Studies Program is so designed that the College requirement of a concentration is already built into the major requirements for each "major track."

Students interested in this program should consult Professor Howard E. Woodin, Coordinator of Environmental Studies for further information and assignment to appropriate advisers.

Minimum Requirements for a Major in Environmental Studies: An Environmental Studies Major requires a number of departmental "major track" courses plus three senior thesis courses in the elected field of emphasis. In addition and more particularly the following conditions apply:

Core Courses — (for each track) — EC 155 (Introductory Economics: Micro), BI 190 (General Ecology), MA 112 (Mathematical Analysis I); skills in computer use and statistics: GG 201 (Techniques of Environmental Analysis) or EC 210 (Economic Statistics) or NS 106 (Introduction to Statistical Science) or equivalent; 3-unit senior thesis with major department (including about 6 weeks of spring term devoted to interdisciplinary environmental case study).

Ecology

1. BI 311, 3 upperclass biology and 3 senior thesis,
2. 4 courses in chemistry, physics, or geology, and
3. 4 approved courses in the social sciences.

Environmental Chemistry

1. 5 upperclass chemistry courses and 3 senior thesis,
2. 2 courses in physics and MA 113, and
3. 4 approved courses in the social sciences.

Environmental Economics

1. EC 155, EC 355, EC 365, EC 470, and 3 senior thesis,
2. 2 courses in chemistry, physics, or geology, and
3. 5 approved cognate courses in geography, political science, or sociology.

Environmental Geography

1. GG 202, GG 250, GG 260, GG 300, and 2 senior thesis,
2. 3 courses in biology, chemistry, geology, or physics, and
3. 4 approved cognate courses in political science, psychology, economics, history, or sociology.

Environmental Geology

1. 6 geology courses and 3 senior thesis,
2. 3 courses in biology, chemistry, or physics, and
3. 4 approved courses in the social sciences.

Environmental Physics

1. PH 109, PH 110, PH 201, PH 202, PH 212, 2 other physics courses above the 100 level; 3 senior thesis (including comprehensive examination),
2. MA 113, 3 courses in biology, chemistry, or geology, and
3. 3 approved courses not in the natural sciences.

FRENCH

Professors: Simon Barenbaum, Edward Knox *Associate Professors:* Nancy

O'Connor (at Middlebury in Paris), Carol Rifelj *Assistant Professors:* Mireille Barbaud, Claire Schub *Visiting Assistant Professor:* Gabriel Asfar *Instructor:* Martine Prieto *Directress of the Chateau:* Anne-Marie Bretton

The French department considers competence in French to be the essential prerequisite to any advanced work. Most incoming freshmen are placed according to their ability in French and background in FR 201, FR 202 or FR 205. Beyond FR 205, courses in civilization, literature and further language study are available at the 200 and 300 levels.

The advanced level program at Middlebury is weighted somewhat towards literature rather than civilization while the reverse is true of the Junior Year program in Paris. Students particularly interested in French Civilization should consider FR 206, FR 222, FR 313 and literature courses designed with a major socio-cultural component (FR 310, FR 312, FR 315, FR 321). Other departments offer courses which deal in some depth with France: AR 102, 216, 305; HI 104, 317; PS 103, 107, 225, 406. Further civilization offerings are available in the Middlebury summer and Paris programs.

Students interested in studying in Paris on the Junior Year program should contact the faculty member in charge before registering for their sophomore year. They should seek out in other areas basic courses fundamental to a foreign experience (in history of art, European history, comparative politics, the American political system, sociology, anthropology, etc.) Students planning to go to France for the spring semester only must take FR 206.

Required for the major: FR 205 or the equivalent, two (preferably three) courses from FR 206, FR 207, FR 208 and FR 209; at least four courses at the 300 level or above. Most courses taken in France will be at the 300 level. Total of not fewer than 10 courses, not more than 14.

In France, a major is expected to earn no more than five units (full year program) or three units (semester program) toward the major. The preliminary session in Paris does not count toward the major. During the senior year at least two advanced courses in French must normally be taken at Middlebury. College Board AP scores of four and five count toward graduation but not toward the major.

Joint Majors: A joint major's French component will normally represent at least seven courses in French, starting with FR 205 (or above) and including at least two at the 300 level. Some part of the joint major must demonstrate ability to function at an advanced level in both fields, as evidenced by at least one French course during the senior year.

Senior Independent Work: The department encourages majors who are well prepared and have a high average to do independent work in their senior year. They may consider various formats: an essay or project (FR 500, one term) or a thesis (FR 700, fall and winter or winter and spring). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake a 500 or 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: To be a candidate for Honors a student must have an average of at least B+ in French. Honors will also depend on performance in senior independent work approved in advance by the department.

FR 101 Intensive Beginning French Winter

An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundations of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. Staff

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. Oral skills are stressed. (Some students who have already had French may enroll directly with permission.)

Mr. Barenbaum

FR 201 Intermediate French **Fall, Spring**

An active and comprehensive review of language skills, with emphasis on the sound system and syntactical problems. Designed for students whose background in French is limited or shaky. Staff

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students.

This requirement for the major may be satisfied by placement at a higher level. Staff

Two or three of the following four courses.

FR 206 Introduction to Contemporary France Fall, Spring

An introduction to several major sectors and themes: the family, the school system social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors; language appropriate to situating them in context; and the ability to analyze documents involving such themes. Mr. Knox

Each of the following three courses is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre, the technical problems involved and the use of French critical terminology in the study of literature.

FR 207 Introduction to French Poetry Spring
Staff

FR 208 Introduction to French Theater Fall, Spring
Staff

FR 209 Introduction to French Prose Fall, Spring
Staff

LANGUAGE, LITERATURE, CIVILIZATION

***FR 115 Realism: French Fiction from Stendhal to Proust** **Spring**

This course will study the development of the realist novel and its eventual turn towards a new, subjective reality in five major novels by Stendhal, Balzac, Flaubert, Zola and Proust. It will center on the examination of the novels themselves, but it will also incorporate aspects of French social history from Napoleon through the Dreyfus affair. Our goals will be a better understanding of the complex interrelationship of literature and society and the appreciation of five rich, multi-faceted and fascinating literary works. No knowledge of French is required.
Ms. Rifelj

FR 215 Improving Writing in French Spring

This course will be devoted to developing the student's ability to write clear, nuanced and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300 level. (One course 206-7-8-9. Others by permission.)
Staff

FR 222 Facets of a Changing France Spring

Newspapers, magazines, texts and films will present in a variety of facets the image of a changing country. The main part of our classroom work will be oral: reports and discussions by individual students and small groups. (FR 206 or special permission.) Mr. Barenbaum

FR 305 Advanced Practice in Written French Spring

Intensive work in composition, stylistics, grammatical analysis and translation. Attention will be given to such problems as comparative grammar, lexical structure and differentiation between spoken and written language.
Ms. Prieto

[FR 310 Literature and Society in the Ancien Régime]

FR 312 The Eighteenth Century Novel and the Image of Women Fall

We will attempt to place selected novels and tales in the historical and cultural context of the *ancien r*égime as well as studying the ways their narrative forms, style, and themes structure their vision of women. Readings will include Perrault's fairy tales, Mme. de Lafayette's *La Princesse de Clèves*, novels by the Enlightenment philosophers Voltaire and Diderot, selections from Sade, and *Les Liaisons dangereuses* of Laclos. Ms. Rifelj

FR 313 French Civilization in the Twentieth Century Fall

Exploration of how political, institutional and socio-economic structures have influenced daily life and the "mental set" of individuals and groups in twentieth-century France. Typical topics may include the family, work and leisure, the role of education, rural life vs. urbanization, the role of the state, etc. Essentially for seniors returning from programs in France. Others by instructor's permission. (FR 206 or the equivalent.) Ms. Prieto

FR 315 The Nineteenth Century Novel Spring

This course will study major novels of Stendhal, Balzac, Flaubert, Zola, and Huysmans, including an examination of the interrelations of

literary works and socio-cultural conditions.
Ms. Prieto

FR 316 Nineteenth Century Poetry Fall

A study of the major 19th century French poets. We will study the importance of poetry in literary movements like romanticism and symbolism. We will read works of Hugo, Lamartine, Vigny, Baudelaire and Mallarmé among other poets. Ms. Barbaud

FR 317 Modern French Theater Spring

A study of the major currents of the modern French Theater from Symbolist Drama to the Theater of the Absurd. Emphasis will be on the thematic and literary content of the plays, but problems of theatrical technique (staging, sound, role of audience, use of ritual, etc.) will also be considered. Students will be reading the plays of Jarry, Claudel, Montherlant, Ionesco, Anouilh, Genet and Sartre. Ms. Barbaud

[FR 318 Twentieth Century Poetry]

FR 320 The Twentieth Century Novel Fall

A consideration of characteristic themes in 20th century novels (e.g., space, time, writing, images of women, etc.). We will also investigate the mission and responsibility of the modern writer and responses to such questions as: What is writing? Why does one write? For whom? Authors will include Proust, Breton, Sartre, Butor, Wittig. Ms. Schub

FR 321 From the Baroque to the Classical Stage Fall

A study of the French theater during the periods of Louis XIII and Louis XIV: the times, the companies, the publics and the playwrights. Plays by Corneille, Molière, and Racine will be read and discussed. Mr. Barenbaum

FR 324 Culture and Identity in Francophone Literature Spring

We will explore the voices of the French speaking world outside of France: Québec, Africa, and the Caribbean, and the problems and struggles of cultural identity, exile, colonization, and independence which they express. Novelists, essayists and poets will include: Senghor, Césaire, Brouard, Fanon, Memmi, Hébert, Blais, Grandbois. Ms. Schub

FR 442 Workshop in French Theater or Radio Spring

Group study and preparation of a play or radio programs; the problems of production and communication to various audiences (high school, other colleges, Middlebury). Various talents will combine to present the play or the radio programs. Mr. Barenbaum

FR 500 Independent Projects Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. FR 500 projects or essays proposed by senior majors for honors must be approved by the department as a whole.

FR 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department well in advance of registration for the semester in which the work is to be undertaken.
Staff

FR 704 Senior Seminar: Twentieth Century Poetry Spring

Special attention will be given to the Surrealist movement. We will study its effect on 20th century poets — including Eluard, Aragon, Reverdy, Supervielle, Max Jacob and others.
Ms. Barbaud

*Foundations Course

GEOGRAPHY

Professor: J. Rowland Illick *Assistant Professor:* Robert Churchill (chairman), *Instructor:* Susan Cowart

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments; consequently there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political, and physical variables involved in spatial studies has created many interdisciplinary links. Finally, geography has a tradition of service to society. Geographers serve as policy makers in business and in local, state, and national government, addressing issues in resource use, planning, transportation, and a variety

of problems related to the spatial organization of society.

Required geography courses for the major in Geography: Ten geography courses are required to complete the major. These include 1) an introductory course (GG 100), 2) the core sequence (GG 201, GG 202, GG 250, GG 260, GG 300), 3) two seminars (GG 451, GG 452, GG 453, GG 454) and two other geography courses. The completion of the core sequence is required before a student may take a seminar.

Required cognate courses for the major in Geography: Students in consultation with their advisers will design a cognate curriculum, which must include at least one mathematics course (for example, the foundations course MA 105 would be appropriate for those with only three years of secondary school mathematics).

Departmental Honors: Students who seek to earn Honors are required to write a thesis. An Honors thesis proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposed topic is approved, the student may register for GG 700. After an evaluation of the thesis, Honors are conferred or denied on the basis of 1) the grade assigned to the thesis and 2) compliance with the rules stated under Departmental Honors in the Handbook.

INTRODUCTORY COURSE

***GG 100 Geography: A Modern Synthesis** Fall, Spring

An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national, and world problems are stressed. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

NS 150 Environmental Science (See Division of Natural Sciences.)

CORE COURSES

GG 201 Techniques of Environmental Analysis Fall

An introduction to quantitative techniques used in studying spatial variation of environmental phenomena. Particular emphasis is placed on the geographer's use of the modern digital computer in analyzing spatial data. Topics include data collection, data description and presentation, and data use and interpretation. 3 hrs. lect., 3 hrs. lab. Ms. Cowart

GG 202 Cartography and Graphics Spring

An introduction to the compilation, design, production and use of functional maps and graphics with emphasis on both the practical and theoretical aspects of analysis and cartographic representation of qualitative and quantitative spatial data. Various data sources including enumerative statistics, remote imagery, and maps are used as base for compilation of a variety of general and thematic maps e.g., outline maps, hazard risk maps, land-use maps and statistical surfaces. (GG 201 or equivalent suggested as prerequisite or to be taken concurrently.) 2 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 250 Physical Earth Processes Fall

Study of physical processes that govern the temporal and spatial distribution of climatic, topographic, and soil resources. Emphasis is placed on ways in which human activity affects and is affected by these physical resources. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

GL 252 Geomorphic Process Spring

See description under Geology department listing. Mr. Churchill

GG 260 Human Geography Spring

Study of the processes that explain why spatial distributions are structured the way they are. Topics include: 1) patterns of movement, such as consumer travel behavior and people's change in place of residences; 2) the spatial diffusion of innovation; 3) patterns of land use; 4) problems of economic development; 5) the location of cities and the internal structure of urban areas; 6) the locational patterns of industrial activities. 3 hrs. lect., 3 hrs. lab. Ms. Cowart

GG 300 Research Methods in Geography Spring

An examination of geographic problem definition, methods of data collection, and scientific methods of problem solving. The course is an intensive writing course and employs faculty tutorials to provide close supervision of writing. 2 hrs. lect., 1 hr. tutorial Staff

[GG 301 Advanced Quantitative Methods in Geography]

GG 400-level Seminars Fall, Spring

Seminars are to provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Four seminars are identified: economic, physical, quantitative methods, and urban. Seminar descriptions will be provided for each registration period. Staff

GG 451 Seminar in Economic Geography Fall
Ms. Cowart

GG 452 Seminar in Physical Geography Fall
Mr. Churchill

[GG 453 Seminar in Quantitative Methods in Geography]

GG 454 Seminar in Urban Geography Spring
Ms. Cowart

NON-CORE COURSES

GG 330 South and East Asia Fall
An examination of South and East Asia stressing environmental capacities, population patterns and development potentials. Mr. Illick

GG 331 Middle East and North Africa Spring
An examination of the Middle East-North Africa region stressing environmental capacities, population capacities and development potentials. Mr. Illick

GG 351 The Urban World: Patterns, Problems, and Policies Spring
Geographical analysis of urbanism and urbanization including the structure and mechanics of the urban space-economy. Particular attention is placed on significant problems of cities in both the developed and underdeveloped world and on policies for addressing these problems. 2 hrs. lect., 1 hr. disc. Ms. Cowart

GG 352 The Geography of Development Fall
An examination of development and underdevelopment from a geographical perspective. Topics to be discussed include problems of regional growth and inequality, the role of urbanization in development, international trade and development, regional development planning, and environmental constraints and problems. 2 hrs. lect., 1 hr. disc. Mr. Illick

[GG 353 Natural Hazards]

GG 354 Weather and Climate Spring
A systematic examination of atmospheric processes that control weather and climate. The ways in which human activities depend upon climate are emphasized as well as ways in which those activities may intentionally or inadvertently alter weather and climate. 3 hrs. lect., 3 hrs. lab. Mr. Illick

GG 500 Research in Geography Fall, Spring
Staff

GG 700 Senior Research Fall, Winter, Spring
Staff

*Foundations Course

See also Program in Environmental Studies.

See also Division of Natural Sciences.

GEOLOGY

Professor: Brewster Baldwin (chairman)
Assistant Professors: Raymond Coish, William Glassley, Peter Goreau

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide those students who may wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science. Students are encouraged to develop ways of actively examining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geologic process to the origin and evolution of global tectonic patterns integrating data from the world's oceans and continental areas.

The department offers four courses at the introductory level; Dynamic Earth (GL 102) Environmental Geology (GL 112), Elements of Oceanography (GL 161) and Global Tectonics (GL 171). These introduce students to active research areas in geological science and are vehicles of acquiring the basic understanding of processes which have shaped the earth. Students can enter

the program in geological science through any one of these courses, and may then concentrate in these or other areas depending on where their interests develop. GL 102 and GL 171 have been designated Foundations courses. *Students may not take both GL 102 and GL 171.*

Students are expected to have completed at least one of the four introductory level courses before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series) and less formal seminars (400 series) designed to encourage independent study of specific topics. Work in the geologic sciences culminates in a senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student. There is a great deal of flexibility in programs possible in earth science and students contemplating concentration in geology must consult with faculty to plan their individual academic programs.

The program for a geology major shall consist of 11 courses within the department. These must include a 3-unit senior research program, and may include no more than 2 courses at the introductory level. Interdisciplinary concentration is encouraged, and a maximum of 3 nonintroductory level courses in related sciences may be counted towards the 11-course requirement for the major. A list of courses in biology, chemistry, mathematics, and physics which are considered acceptable may be obtained from faculty members. Other courses in these or other departments may be accepted, at the discretion of the faculty.

Students planning to major in geology are required to complete four 100-level courses in the cognate sciences of biology, chemistry, mathematics, and physics (no more than 2 in any one department). Students should consult with their advisers for selection of specific cognate courses.

***GL 102 Dynamic Earth** Spring

An overview of geology dealing with the development of ideas on mountain-building, continental drift, sea-floor spreading, and plate tectonics. Emphasis is on concepts stimulated by technological advances after 1950, although most ideas are presented in historical context. Laboratory: interpretation of geologic maps, field trips in Vermont. 3 hrs. lect., 3 hrs. lab.
Mr. Coish

GL 112 Environmental Geology Spring

Analysis of examples that show geologic constraints of man's activities. Emphasis is on water supply, ground-water hydrology, water law. Other examples examine landslides, earthquake prediction, oil-field blowouts, non-renewable mineral resources. Some examine man's responses, as individuals, social groups, and governmental agencies. Laboratory: use of topographic and geologic maps for environmental planning; field mapping of local environmental problems. 3 hrs. lect., 3 hrs. lab. Mr. Baldwin

NS 150 Environmental Science
(See Division of Natural Sciences.)

GL 161 Elements of Oceanography Fall

Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. 3 hrs. lect., 3 hrs. lab. Mr. Goreau

***GL 171 Global Tectonics** Fall

Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab. Mr. Glassley

GL 201 Bedrock Geology of Vermont Fall

A course designed to introduce geology majors to methods of describing rocks in the field and laboratory, and to interpretation of the origin of rocks. Most of the work will be field and laboratory experience, with some lectures on the classification and meaning of rocks, and on aspects of Vermont geology not seen in the six or eight field problems. 3 hrs. lect., 4 hrs. lab. (GL 102, or GL 112, or GL 161, or GL 171, or permission.)
Mr. Baldwin, Mr. Coish

GL 252 Geomorphic Processes Spring

An investigation of landforms and surficial deposits in terms of processes (weathering, mass wasting, erosion, transportation and deposition) and geologic agents (running water, glacial ice, shorezone currents, wind, and man). Field and laboratory work will be directed to a reconnaissance of the glacial and post-glacial history of west-central Vermont. 3 hrs. lect., 3 hrs. lab. (GL 102, or GL 112, or GL 161, or GL 171, or permission.) Listed jointly with geography as GL 252. Mr. Churchill

[GL 292 Planetary Geology] Spring
The planets and their moons are examined from a geologic reference frame. Topics include photo interpretation of planetary surface features, internal structure and composition of planetary bodies, acquisition and interpretation of remote sensing data, and composition and origin of the lunar samples. The laboratory stresses the application of geologic principles and techniques in interpreting planetary data and includes local geologic field trips and an introduction to the polarizing microscope and the Middlebury College telescope, 3 hrs. lect., 3 hrs. lab. (Permission.) Mr. Goreau

GL 342 Marine Geology Spring
The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: Synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hrs. lect., 3 hrs. lab. (GL 102, or GL 161, or GL 171, or permission.) Mr. Goreau

GL 381 Structural Geology Fall
The behavior of earth materials in a dynamic earth. Geometric, kinematic and dynamic analysis of deformational structure. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in Vermont geology; quantitative analysis and interpretation of deformation as shown on maps and aerial photographs; stereographic analysis of complex fabrics from varied local field areas. 3 hrs. lect., 4 hrs. lab. (GL 102, or GL 171, or permission.) Mr. Glassley

GL 392 Igneous Petrology Spring
An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. 3 hrs. lect., 6 hrs. lab. (CH 101, or CH 131, or permission.) Mr. Coish

GL 461 Stratigraphy and Paleontology Fall
Relation of the sedimentary record to tectonic evolution. Study of fossils, textures, mineralogy, and primary structures to determine environments of deposition and identify depositional systems. Correlation to integrate a regional paleogeography. Use of the geologic time scale to establish timing and rates of crustal changes. Laboratory: invertebrate fossils; hand specimen and thin section study of sedimentary rock suites; map problems. 3 hrs. lect., 3 hrs. lab. (GL 252, or GL 342, or permission.) Mr. Baldwin

GL 482 Geophysics Spring
An introduction to the physical nature of the Earth from two perspectives: i) Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and ii) Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observations. 3 hrs. lect., 3 hrs. lab. (PH 110 or permission). Mr. Goreau

GL 491 Metamorphic Processes Spring
An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Discussions will characterize the progressive metamorphism of sedimentary and igenous rocks. Emphasis will be placed on the interpretation of metamorphic processes in terms of tectonic environment. The use of metamorphic histories to understand tectonic events will also be discussed. (GL 392 or permission.) Mr. Glassley

GL 492 Advanced Petrology Fall
A seminar series devoted to various topics concerning the comparison and origins of oceanic and continental occurrences of igneous rocks. (GL 392, or permission.) Mr. Coish

GL 500 Readings and Research Fall, Spring
Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research
A three-unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

GL 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring
Staff

*Foundations Course

See also Program in Environmental Studies.

See also Division of Natural Sciences.

GERMAN

Professors: Thomas Huber (chairman), Kimberly Sparks (at Middlebury in Mainz), Van Horn Vail *Visiting Assistant Professor:* C. Andrew Weeks *Lecturer:* Constance Kenna *Assistant:* Helke Voss

Departmental students are normally expected to take eight courses in German Literature. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the department. The department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. Credit for Advanced Placement is only given for the top two scores, a high score on the departmental placement test and a placement conference with the student. The department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend the second semester at the Johannes Gutenberg-Universität in Mainz. There is no comprehensive examination in the senior year.

Honors: To be a candidate for honors, a student must have an average of at least B– in German. Honors work is normally done during a student's last semester at Middlebury. Students have the option of doing either an independent thesis or a project.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures pre-drill the student, i.e., students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Students take continuing German as their winter term course. Staff

GN 102 Elementary German Spring

Course format as GN 101. Upon completion of German grammar reading materials and audio-visual materials will be introduced. (GN 101 plus winter term continuing German or equivalent.) Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring

Course-format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

[GN 301 Advanced Writing and Introduction to Literary Criticism]

[GN 302 Readings in Literature, History, and Political Science]

GN 303 Stylistics Fall

Exercises in various styles of written and spoken German, using source materials from German TV, newspapers and magazines. Students will study language and style in documentary writing, news reporting and analysis, advertising and other areas of mass media. Systematic expansion of vocabulary with emphasis on idiomatic usage and special attention to correctness of grammar. Ms. Kenna

[GN 305 The German Novelle I]

GN 306 The German Novelle II Fall

This course will follow one genre, the Novelle, as it evolves through a century and a half of German writing. The aim of the course is to acquaint the student with the development of a form through several literary periods and with the companion critical concepts which serve it. Readings will range from Goethe to Kafka. Mr. Vail

GN 307 The German Novelle III Spring

Modern German short stories and Novellen, written between the late 1940's and the present, will be analyzed to trace the concerns, preoccupations, themes and literary styles of contemporary German authors. Mr. Vail

[GN 310 German in Its Cultural Contexts]

[GN 315 German Drama]

[GN 335 Culture and Opposition in Germany: 1945 to the Present]

[GN 336 The German School Novel and Its Context]

GN 360 Brecht and the Culture of Weimar Germany Fall

The course will provide a survey of Weimar culture with particular emphasis on Bertolt Brecht's dramatic work during this period. Course materials will include, in addition to several of Brecht's plays, other readings representative of the literary culture of the time. The aim of the course will be to explore the relationship between literary innovations and the scientific, political and social developments of the Weimar era.

Mr. Weeks

[GN 401 Emergence of German as a Literary Language]

GN 402 Establishment of German as a Literary Language Fall

A representative selection of Goethe's early and mature works will provide the frame of the course. The student will be given insight into the artistic development of a single great figure and the surrounding minor literary figures. Readings will include an early novel of Goethe's, lyrics from throughout his career and several plays, including *Faust I.* Some of Schiller's poems, essays and plays will be used to counterpoint Goethe's intellectual and artistic development. (Open to all students who have had GN 202 or its equivalent.) Mr. Huber

[GN 406 Romanticism]

[GN 420 Modern German Literature] Spring

Beginning with a study of the literary revolt of the 1880's, students will investigate the rise and fall of Naturalism, the emergence of early Expressionism as well as the literary impact of World War I. Authors to be read include: Theodor Fontane, Gerhart Hauptmann, Arno Holz, Georg Heym, Carl Sternheim, and the anthologists of *Menschheitsdämmerung.*

Mr. Huber

[GN 422 Insiders and Outsiders — Literature and Culture of the Weimar Years]

GN 500 Independent Study

GN 800 Honors Project

Please note: an additional literature course will be offered in fall and spring terms.

HISTORY

Professors: William Catton (Historian-in-Residence), Nicholas Clifford, Travis Jacobs (chairman), Marjorie Lamberti, Pardon Tillinghast *Associate Professors:* John McCardell, John Spencer *Assistant Professor:* David Macey *Visiting Assistant Professor:* Richard Davis

The department of History seeks to teach students to think and express themselves clearly and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. A number of majors attend professional schools, especially in law, business, and international relations; several majors each year receive either an elementary or a secondary school Teaching Certificate while at Middlebury.

The department offers two Foundations courses (HI 103 and HI 104), and it offers broad geographic coverage, including courses in African, East Asian, Middle Eastern, and Russian History, as well as courses in American and Early and Modern European History.

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The department does not require specific courses, nor does it require a common core of knowledge which students are expected to have before they graduate. Majors must take at least one semester lecture course in early history, choosing from the following: HI 103, 205, 207, 313, 325, 326, 327, 328 and must take at least three semester courses outside their main field of concentration (the fields are defined as European, American and Non-Western). One course may count towards the fulfillment of both these requirements. Upon recommendation of the student's adviser, HI 313 and HI 314 may count toward the non-Western field. A student with Advanced Placement in American history may take HI 203. A Winter Term course, except for HI 700, does not fulfill the requirements for the major.

Each major must also take a research

seminar (HI 401-419 or when a research seminar is not offered in a particular field, HI 500) and a readings course (HI 420-440) by the end of junior year. Senior majors must write a two-semester thesis (see below under HI 700). With departmental permission, certain cognate courses (normally not exceeding two) may be counted for credit toward a major in History.

Required for all History majors: At least ten courses (Winter Term senior independent work may be counted), including a research seminar, a readings course, and a two-semester senior thesis. Students interested in combining a history major with the Teacher Education Program should ensure through consultation with both the program and the department that they will have no conflicts in their schedules.

HI 100-399 Lecture courses

These courses generally meet for two one-hour lectures and a one-hour discussion section (12-18 students) each week; in addition to examinations, these courses require a formal paper.

HI 401-419 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course the student writes a long paper on a subject of his choosing in consultation with the instructor. The research seminar is required of majors in their junior year and is open to others by permission. The department may permit a student to write an equivalent research paper in a field not covered by the research seminars, in order to fulfill this requirement; in this case he should register for HI 500. The only research seminar in American history is HI 402.

HI 420-440 Readings Courses

Unlike the courses below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors prior to completion of junior year. Note that normally HI 500 cannot be used to fulfill the readings course requirement.)

HI 500 Special Research Projects Fall, Spring
(Permission.) Staff

HI 700 Senior Independent Study Fall, Winter, Spring

All senior history majors will write a two-semester thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information on the nature of the thesis is available from the department. Staff

HI 705 Teaching Assistantship Fall, Spring

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

FOUNDATIONS COURSES

***HI 103 Turning-points in Early Modern History** Fall

A consideration of four situations, in two-week blocks, where an individual or a group challenged an aspect of prevailing mores. The course will include the study of such figures as St. Francis and Galileo. This material will be interspersed with readings discussing, at two levels, what sort of job history as a discipline is intended to do. The course is not intended to prove any theory, so much as to open students' minds to how people have behaved, in specific situations, over the six hundred years that comprise earlier modern history. (A section of this course, limited to 15 students, will serve to fulfill the freshman writing requirement.)

Mr. Tillinghast and Staff

***HI 104 Modern Revolutions** Spring

This course will study four major social revolutions that have shaped the world we live in — the French Revolution at the end of the 18th century, the Russian and Chinese Revolutions in the first half of this century, and the anti-colonial revolution of the post-World War II era as exemplified by East Africa — and the principal theorist of revolution, Karl Marx. At the same time, while exploring the diversity of these historical experiences and the cultures within which they occurred, the course will adopt a consistently comparative approach designed to unite them within a single conceptual framework. Conducted in lecture/discussion format, with lectures presented by Professors Macey, Lamberti, Clifford and Spencer, according to their area of specialization. Mr. Macey and Staff

EUROPEAN HISTORY

CL 216 History of Greece Fall

A study of the major political and social developments of the Greek world from the Mycenaean period through the 4th century BC will be made in this course. Using as primary sources the works of Herodotus, Thucydides, Xenophon and Aristotle, in translation, we will consider the development of historical thought and writing. Other issues of concern will be the formulation of the three types of government (monarchy, aristocracy, and democracy) and the growth of democracy at Athens. Staff

CL 217 History of the Roman Republic Spring

The Roman Republic will provide the focus of this course. Of chief concern will be the struggle between the orders (social classes) which gave rise to the Republican constitution; the expansion of Rome's empire within Italy and beyond; the effects of this expansion and the consequent revolution which led to the dissolution of the Republic over the course of the 1st century BC and ultimately to the Augustan principate. The history of the 1st century AD, from the reign of Tiberius to the reign of Nero, will also be considered, if time permits. Staff

HI 313 Russian History to the Great Reforms Fall

The single most important characteristic of Russian history has been the role of the state and its ruler, the "Emperor of All the Russias." This introductory course will focus on the origin and development of the centralized Russian state and its autocratic system of government, and the relationship between these processes and the evolution of particular social groups. It will be organized topically around a series of specific problems including: Was there a Kievan State? the rise of Muscovy; the subordination of noble and peasant; Orthodoxy, nationalism and the West; modernization and the rise of the "state" concept; enlightened absolutism or noble ascendancy; who is the opposition: bureaucracy or intelligentsia; the cursed question: how to emancipate the peasant; the nature of Russia under the Old Regime. Mr. Macey

HI 314 Russian History from the Great Reforms to the Present Spring

A study of the social, economic, and political causes and consequences of the Russian Revolutions of 1905 and February and October 1917 as a basis for understanding the dilemmas of the Soviet system. The course will be divided equally between pre- and post-revolutionary periods with a final segment on the nature of contemporary Soviet society. Mr. Macey

HI 315 History of Modern Europe, 1815-1900 Fall

A study of Europe in the 19th century emphasizing problems in social and intellectual history. The political turmoil and ideologies of the age will be studied as part of a larger process of social change. Miss Lamberti

HI 316 History of Modern Europe, 1900-1968 Spring

A study of Europe in the 20th century concentrating on the origins and the impact of the First World War, the rise of fascist movements and the Nazi dictatorship, the Bolsheviks in power and the triumph of Stalinism, the outbreak of the Second World War, the effects of the peace settlement and the coming of the cold war, and Europe's economic recovery from the devastations of war and quest of unity. Miss Lamberti

[HI 317 History of France, 1750-1940]

[HI 318 English History as a Background for English Literature]

HI 319 The History of Germany from 1648 to the Twentieth Century Spring

The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg-Prussia in the 17th and 18th centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianism and the power and privilege of traditional elites and to Germany's bid for world power leading to the outbreak of the First World War. Miss Lamberti

HI 320 The Uses of Biography Spring

A study of how biography has been used in English history. The course will be by discussion and we shall read about one biography every two weeks. Since they will be paperbacks and availability is uncertain, the books will presumably change somewhat each year. At present we shall begin with Eleanor of Aquitaine, go through Froissart and Thomas More, look at some 18th century and Victorian figures, and end in the 20th century. Enrollment limited to 20.
Mr. Tillinghast

[HI 325 The Civilization of the Dark Ages] Offered in 1983–84

[HI 326 The Medieval Outlook, 1050-1300] Offered in 1983–84

HI 327 Europe in the Renaissance Fall

The course will include the period from roughly 1300 to 1550. There will be no coverage of the Reformation and its antecedents; these will be handled in HI 328. The major focus will be on the background of the cultural events of the period. Mr. Tillinghast

HI 328 The Reformation Spring

An attempt to tie religious currents in the late Middle Ages to the teachings of the earlier Re-

formers. The stress will be on the relationship between developing religious needs and the prevailing currents in thought and society.
Mr. Tillinghast

[HI 411 Writing and Research, War of Illusions: How the First World War Began]

[HI 414 European Revolutions and Revolutionaries, 1787-1921]

HI 416 Writing and Research in European History Spring
Students enrolled in this course, which emphasizes the acquisition of research, organization and writing skills, will be able to select topics from within the full range of social, economic, political and intellectual problems in modern European history. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). Mr. Macey

[HI 421 Germany, 1918-1933; the Weimar Republic and the Rise of the Nazi Movement]

HI 423 The Stuart Period Spring
A study of the events in the 1620's, 1630's and early 1640's that led to the English Civil War.
Mr. Tillinghast

[HI 425 Henry VIII and the Historians] Offered in 1983–84

HI 427 Themes in Modern European History Fall
This course will introduce students to some of the major themes in European history from the 18th century to the present. Specific topics will be selected from among the following: the French Revolution, the Industrial Revolution, the triumph of the middle classes, the rise of political ideologies, the emergence of mass society, communism, fascism, religion, education, health, criminality, and the family, women and sex. For those students who are planning to major in European history, this course will also provide the background necessary for the future selection of research topics. Mr. Macey

HI 500 Special Research Projects Fall, Spring
(Permission.)
Mr. Tillinghast, Miss Lamberti, Mr. Macey

AMERICAN HISTORY

HI 203 United States History, 1492–1861 Fall
A survey of American history from Old World origins to the Civil War. The coverage will be thematic and topical, with emphasis upon selected political, social, and intellectual developments. (One section of this course, limited to 15 students, will serve to fulfill the freshman writing requirement.) Mr. McCardell and Staff

HI 204 United States History, 1861–Present Spring
A survey of American history from the Civil War to the present, with special attention to the impact of industrialism upon social, political, and intellectual activity. A continuation of HI 203, but an independent course; there are no prerequisites. Mr. McCardell and Staff

[HI 303 The Era of the American Revolution 1763–1800]

HI 304 Jeffersonian and Jacksonian America, 1800–1848 Fall
A close study of the so-called "Middle Period" of American History from the "Revolution of 1800" to the Mexican War. The course will examine the major themes of the period — political democracy, economic diversification, social reform, intellectual ferment, and territorial expansion — as parts of an evolving sense of American nationalism. Mr. McCardell

HI 305 Twentieth Century America, 1900–1941 Fall
A study of the political and social history of the United States during the early 20th century, concentrating on the Progressive Era, the First World War, the 1920's, the Great Depression, the New Deal, and the coming of World War II.
Mr. Jacobs

HI 306 Twentieth Century America, 1941-1980 Spring
A study of the political and social history of the United States during the mid-20th century, concentrating on World War II, the Cold War, and postwar America from Truman's Fair Deal to the New Frontier, the Great Society, Nixon, the 1970's and the end of an era of progressivism, and the reemergence of conservatism in the 1970's and 1980's. Mr. Jacobs

[HI 307 Black History]

[HI 308 American Intellectual History]

[HI 311 American Diplomatic History]

[HI 380 Civil War and Reconstruction Offered in 1983–84]

HI 402 Writing and Research in American History Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement.

Staff

HI 420 Great American Historians Fall

An examination of the changing interpretations of American history, from George Bancroft and the nineteenth century Romantic Historians to the "Consensus" and "New Left" writers of the 1950's and 1960's, with particular emphasis upon the Turner-Beard-Parrington group of Progressive historians and a few of the principal mid-twentieth century writers: Hofstadter, Nevins, Potter, Schlesinger. Some of the reading will focus upon changing interpretations of the Revolutionary, Jeffersonian-Jacksonian, Civil War, and Populist-Progressive eras. Required of but not limited to majors. (HI 203 or permission.) Mr. Jacobs, Mr. McCardell

HI 435 Readings in American History Fall

Readings will focus on various periods and topics in American history, such as the Revolutionary Era, the Civil War Period, and 20th Century Reform. HI 435 is required of but not limited to students taking CN 069B; it does not fulfill the department's requirement for the major. Staff

NON-WESTERN

HI 205 The Foundations of Modern Africa Fall

This course and its sequel, HI 206, are based on the premise that Africa is an area of increasing importance to the United States about which educated Americans must be informed. HI 205 starts with an examination of African societies in the pre-colonial period and ends with the European intrusion into tropical Africa in the late 19th century. The emphasis is on the elements of modern Africa that stem from the pre-colonial and colonial past. Mr. Spencer

HI 206 Modern Africa Spring

Beginning with the establishment of colonial rule at the turn of the century, the course analyzes the resulting growth of nationalism with particular emphasis on Africa since 1960, especially on the explosive situation in Southern Africa. Mr. Spencer

HI 207 Imperial China Fall

General survey of the political, institutional, cultural and intellectual development of China beginning with the founding of the empire and continuing through the 18th century. Represented among the readings will be both primary and secondary materials, contemporary literature as well as modern analytical texts.

Mr. Davis

HI 209 Traditional Japan Spring

Cultural history of Japan from pre-historic through the Tokugawa Period (1600–1868). Special emphasis is on the influence of Indian, Chinese, Korean and Western thoughts and culture. Extensive reading and discussion of primary source material in translation. Mr. Miyaji

HI 210 Modern Middle East History Spring

An introduction to the history of the Middle East with particular emphasis on the evolution of today's explosive situation there. Mr. Spencer

HI 331 Modern East Asia, 1750–1912 Fall

The course will examine the histories of China and Japan during the period in which the traditional societies of those countries under the Ch'ing dynasty and the Tokugawa shogunate first came into contact with a dynamic western expansion which the old institutions could not comprehend. The course will conclude with the republican revolution in China and the Meiji restoration in Japan. Mr. Clifford

HI 332 Modern East Asia, 1912-1976 Spring

The course will examine the divergent yet closely related experiences of China and Japan in the twentieth century: the disintegration of traditional Chinese society and politics with the fall of the empire, and the attempts at reintegration through revolution, as well as Japan's accomplishments in modernization, her disastrous invasion of China and her recovery since the war. HI 331, while helpful, is not a prerequisite to this course. Mr. Clifford

[HI 335 Chinese Intellectual History]

HI 413 Writing and Research, Imperialism Spring

Seminar on the impact of Western expansion on the rest of the world. Geographical areas and topics emphasized will vary, with Africa and East Asia as the most probable foci.

Mr. Spencer, Mr. Davis

HI 415 Writing and Research, East Asia Fall

Seminar for East Asian Studies majors at the junior-year level designed to familiarize the student in an interdisciplinary fashion with seminal works in East Asian history, literature, and the

social sciences, while also enhancing basic research skills. Some language training is expected, as research tools to be introduced will include works in both English and Chinese.

Mr. Davis

HI 424 Communism in China Spring

An analysis of Marxism's appeal to Chinese intellectuals during the 1920's, its evolution as a mass movement in the next two decades, and its further development in China with the inauguration of the PRC. Equal emphasis will be placed on the pre- and post-1949 periods, with readings designed to help students independently to understand the nature of the political order.

Mr. Davis

HI 429 Colonialism in Africa Fall

A study of colonialism in Africa based on novels and associated background readings. Authors include Chinua Achebe, Mongo Beti, Joseph Conrad, Graham Greene, Alan Paton, and Ngugi wa Thiongo. Mr. Spencer

[HI 430 Chinese Institutional History]

HI 500 Special Research Projects Fall, Spring

(Permission.) Mr. Clifford, Mr. Spencer

* Foundations Course

ITALIAN

See Spanish/Italian.

PROGRAM IN LITERARY STUDIES

Director: Stephen Donadio

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole; as a consequence, it enables them to achieve a broad awareness of a variety of major western literatures of different periods (in addition to the literature of China), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

The over-all design of the progam is simple. Each literary studies major is required to take a total of fifteen courses in literature during his four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the humanities or Foreign Languages Division, but in general the courses may be selected from the literature of any language and of any period; they can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he will be obliged to take: (a) two courses from the list below — one generally historical, one generally theoretical in its orientation — as prerequisites for entry into the program, (b) one course at the 300-level in a foreign language (including Greek and Latin), and (c) a colloquium for majors (taught jointly by two faculty members, one from humanities and one from foreign languages), to be taken during the fall semester of the senior year. In addition, the student should be aware that, at the conclusion of an independent reading course for which he will be enrolled during the fall semester and winter term of his senior year, he will be scheduled to take a five-hour written comprehensive examination, to be followed by a one-hour oral examination in the area of specialization (as described below).

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to twelve. These twelve authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works which it is presumed he will be prepared to discuss at some length:

Homer	Lorca	Gogol
Aeschylus	Neruda	Dostoevsky
Sophocles	Moliere	Tolstoy
Vergil	Baudelaire	Shakespeare
Ovid	Proust	Milton
Lucretius	Goethe	Wordsworth
Dante	Kafka	Joyce
Boccaccio	Mann	Emerson
Pirandello	Tù Fû	Melville
Cervantes	Caŏ Xuégín	Faulkner
	Lû Xùn	

In addition to works by authors whose names appear on this primary list in the course of the comprehensive examination each literary studies major will be expected

to demonstrate his acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the program.

Beyond the two courses required for entry into the Program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of fifteen courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of his undergraduate career. But in the process of completing this *general* literature requirement, the student will also be expected to complete a specialization in the literature of a *particular* culture (e.g., German, English, American, classical), or period (e.g., the 18th century), or genre (e.g., the novel). The specific authors and texts required for each such specialization will be determined by the Program Committee — where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. In the senior year, after the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division.

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization, for example, in classics, or lyric poetry, or the nineteenth century. Should he wish to pursue graduate study, depending on the nature of his interests and preparation, he could presumably choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for Honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of thirty to forty pages to be completed during the spring semester of the senior year (this project counts as one course); a one-hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is an outline of the structure of the program:

Major Requirement: Total of fifteen courses (no more than ten in either division, no more than six in any one department).

NOTE: Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses — one from each category — as currently offered.

HISTORICAL

[*CL 121	**The Classical Tradition]**	
[*CL 150	**The Ancient Epic]**	
***RE 110**	**Introduction to Western Religious Life and Thought**	Spring
***PS 101**	**Introduction to Political Science**	Fall

THEORETICAL

***EL 112**	**Mythologies Timeless and Timely, Traditional and Contemporary**	Spring
***FL 201**	**Introduction to Linguistics**	Fall
[*FL 251	**Literature and Revolution]**	
***FL 266**	**Versions of the Foreign**	Fall

(2) One course at the 300-level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature). A one-hour oral examination, to be taken after the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the Program Committee — where appropriate

(e.g., in the case of a specialization in French literature, English literature, etc.) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non-majors if space is available), taught jointly by one member of the English or American literature department, and one member of a foreign language department.

(6) Senior Independent Reading Course in preparation for the comprehensive examination: fall semester and winter term. Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts.

(7) Comprehensive Examination (on works of Primary and Secondary Lists), to be taken at the end of the winter term of senior year. The examination will be in two parts:

(a) a five-hour written examination concerned with authors and works appearing on the Primary and Secondary readings lists.
(b) A one-hour oral examination to be administered by two examiners (one from each division) in an area of specialization (i.e., a single period, genre, or national literature).

(8) Students achieving an average grade of B+ or higher in the Program will be eligible for Honors. Honors will be awarded on the basis of a Senior Honors Essay of 30-40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay — to be administered by two examiners, one from each division — will also be required.

The Literary Studies Program is administered by Stephen Donadio, who serves as chairman of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the Primary List for the comprehensive examination; each of the participating departments will recommend for inclusion on that list the names of three major authors of three different periods. In addition, the Program Committee is responsible for determining the subsidiary lists of authors and texts required for specializations (e.g., in the novel, the sixteenth century, etc.).

LS 500 Independent Reading Course Fall

Intended for majors in Literary Studies preparing for the senior comprehensive examinations. Mr. Donadio

LS 700 Special Research Winter

Intended for majors in Literary Studies preparing for the senior comprehensive examinations. Mr. Donadio

LS 705 Senior Colloquium Fall

Reading and discussion of selected works from the Comprehensive List, intended for senior majors in Literary Studies (open to non-majors if space available). Mr. Donadio and Staff

*Foundations Course

MATHEMATICS

Professors: Ronald Bielli, Michael Olinick, Bruce Peterson *Associate Professors:* John Emerson, James Krupp, Robert Martin (chairman) *Assistant Professors:* Thomas Copeland, Karl David, Thomas Yuster *Instructor:* Mary Glaser

The department of Mathematics offers an introduction to a broad spectrum of areas including foundations, algebra, analysis, applied mathematics, computers, geometry, probability and statistics, and topology. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses in our offerings to accommodate such applications. Our program is designed in the spirit of the liberal arts tradition to fulfill the needs of three classes of present day students:

1) those who are interested in mathematics but who will not major in a field requiring mathematics.

2) those who need mathematics as an integral part of the chosen major.

3) those who intend to major in mathematics.

The major includes a core sequence of analysis and modern algebra. Each major will choose several electives, such choices being made with the help of an adviser in order best to fulfill the student's particular mathematical needs.

Advanced placement is offered for fresh-

men whose secondary training indicates they can successfully bypass one or more beginning courses.

Mathematics is frequently elected as a joint or double major with other disciplines in the various divisions of the college. Students who wish to pursue the major and to enroll in teacher education as well should consult both a mathematics adviser and the Director of Teacher Education early in their college careers.

Required for the major: MA 112, 113, 200, 201, 203, 302, 401, 402, three electives at the 200 level or above and MA 704 in the senior year.

Majors are strongly urged to take MA 401-402 in their junior year.

A student who wishes to be considered for departmental Honors in mathematics must submit for approval a proposed plan of study by the beginning of his or her junior year. The study plan must include a set of at least four elective courses in mathematics (some of which may have been completed in the sophomore year). One or more of these electives must be of an advanced nature. Normally, such a fourth elective will be chosen from the departmental offerings in abstract algebra, topology, geometry, measure theory, complex variables, number theory, or set theory and logic. (A proposed study plan for Honors with an emphasis on applied mathematics must include courses or independent study at a level beyond that of the department's standard courses in probability, statistics, modelling, operations research, and computer science.)

The department offers a coherent set of courses in the area of Computer Science. There are two distinct levels of introductory courses in Computer Science, MA 103 and MA 213. MA 103 is a less intensive introduction to computers than MA 213, designed for students who do not need the level of programming skill normally achieved by those who complete MA 213. Although no major in this area is offered, the courses MA 213, 223, 323, 325, (the latter two offered alternate fall semesters) and PH 222 present the substantial portion of a core curriculum in Computer Science recommended by the Association for Computing Machinery (ACM).

Because of the wide variety of offerings available at other institutions, any student wishing to substitute a course from another school for any mathematics course must seek approval from the department before registering for the course.

MA 105 and MA 103 are courses designed for students with minimal secondary school background in mathematics. Students who have completed the MA 112-113 calculus sequence and who are therefore prepared to work at the level of 200 courses in mathematics should not register for MA 105. Such students should consult with a member of the mathematics faculty about the most appropriate manner for completing a foundations course requirement in the sciences.

***MA 103 Introduction to Computers** Spring

An introduction to computer science for those interested in acquiring elementary computer literacy and exploring some of the impact of computers on society. The course will begin with problem solving methods and algorithmic development using the BASIC programming language. The elements of BASIC discussed will include numeric and string data types, expressions, arrays, loops and text files. Algorithmic development will stress flowcharting, stepwise refinement and methods of debugging programs. Students will also learn how to use the text editing and graphics features of the Middlebury computing system. The programming skills mastered in the course will enable students to write BASIC programs necessary to complete projects or thesis work in advanced courses in the natural and social sciences. It will also be possible for a limited number of students to satisfy the Freshman Writing Requirement by successful completion of this course. Such students will attend one extra class meeting per week and will write a number of expository essays.

Mr. Martin, Mr. Olinick

***MA 105 Finite Mathematics: Probability, Statistics and Matrices** Fall

The course will introduce foundational and philosophical aspects of probability at a level which presumes only three years of secondary school mathematics. Some of the major figures in the historical development of probability will be introduced. Topics include conditional probability, Bayes Theorem, Law of Large Numbers, expected value and Markov Chains. Matrix algebra and systems of linear equations will be used in the context of discrete probability. Examples from biology and the social sciences will illustrate concepts and applications of discrete probability. The course provides a foundation for the study of statistics: an introduction to estimation, confidence intervals and hypothesis testing will conclude the course.

Mr. Olinick, Mr. Martin

[*MA 107 Foundations of Mathematics]

MA 111 From Continuous Functions to the Calculus Winter-Spring

A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms and exponential functions will be integrated into the course as the need arises. MA 111 begins in Winter Term and continues through the end of spring term. Regular course credit and a Winter Term credit are assigned to those students who successfully complete the course. (Permission.) Mr. David

MA 112 Mathematical Analysis-I Fall, Spring

Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. The differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve. Introduction to natural logarithm and exponential function. Staff

MA 113 Mathematical Analysis-II Fall, Spring

A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. The calculus of the elementary transcendental functions. Applications of integration. Methods of antidifferentiation and elementary differential equations. Polar coordinates. Improper integrals. Ordinary differential equations. (MA 112 or permission.) Staff

MA 115 Calculus for the Social Sciences Fall, Spring

A continuation of MA 112 intended for students majoring in the social sciences. Topics include: the exponential function, techniques of integration, functions of several variables, linear equations and matrices, and ordinary differential equations. Social Science students contemplating graduate study and all science students should take the MA 113, MA 200, MA 201 sequence. (MA 112 or permission.) Mr. Martin

MA 200 Linear Algebra Fall, Spring

Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimension. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission.) Staff

MA 201 Mathematical Analysis-III Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Mr. Bielli

MA 203 Mathematical Analysis-IV Spring

A continuation of MA 200. Inner product spaces and cannonical forms. The Cayley-Hamilton and spectral theorems. Applications to systems of linear differential equations. Sequences and series with applications to differential equations. Mr. Yuster

MA 213 Programming I Fall, Spring

An intensive introduction to the computer programming and algorithm design using Pascal. The methodology of structured programming is stressed throughout the course. Weekly programming assignments are a significant part of the course. The final 2–3 weeks of the course introduce Fortran as a second language, showing students how to extend the concepts learned in Pascal to another language. (MA 112 is recommended, but not required.) Mr. Krupp

MA 220 Graph Theory and Combinatorics Fall

Topics from combinatorial mathematics including graphs, enumeration problems, plannar graphs, Euler paths and the Konigsberg Bridge Problem, Hamiltonian graphs, the four color conjecture, tilings and tesselations of the plane, Fibonacci sequences, applications. (MA 113.) Mr. Peterson

[MA 222 Convex Figures]

MA 223 Programming II Spring

A second course in programming designed to expand student's programming abilities and knowledge about computers. Emphasis is placed upon the design and construction of large programs, including a significant group programming exercise. Time will be spent comparing Basic, Fortran and Pascal for various programming applications. (MA 213.) Mr. Krupp

[*MA 227 Set Theory]

[MA 250 Foundations of Geometry]

MA 302 Abstract Algebra-I Spring

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains

and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principle ideal domains, unique factorization, Factorization in a polynomial ring. Modules and vector spaces over arbitrary fields. (MA 200, or permission.) Staff

[MA 310 Probability] Offered in 1983–84

[MA 311 Statistics] Offered in 1983–84

MA 315 Mathematical Models in the Social, Life and Management Sciences Fall

An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and management sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques, linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic processes. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (Permission.) Mr. Olinick

MA 318 Selected Topics in Operations Research Spring

Operations Research is the utilization of quantitative methods as an aid to managerial decisions. In this course, several of these methods will be introduced and studied in both a mathematical context and a physical context. Topics included will be selected from the following: classification of problems, and the formulation of models, linear programming, network problems, transportation problems, shortest route problems, assignment problems, integer programming, non-linear programming queues, inventory problems, and game theory. (Permission.) Mr. Olinick

MA 321 Elementary Number Theory Spring

Divisibility and primeness. Number congruences, the theorems of Lagrange, Fermat and Euler, residue theory, quadratic reciprocity. Diophantine equations. The distribution of primes, density and the Prime Number Theorem. (MA 113.) Staff

[MA 323 Computer Systems and Assembly Language Programming]

[MA 325 Data Structures and File Processing]

[MA 326 Introductory Algebraic Topology]

MA 401 Advanced Calculus Fall

Further topics in the calculus and real analysis. Fundamental concepts of real function theory, divergence and curl, line integrals. Green's theorem, the Stieltjes integral, infinite series, power series, Fourier series, improper integrals. (MA 201 and MA 202.) Mr. David

MA 402 Advanced Calculus Spring

Further topics in the calculus and real analysis. A continuation of MA 401. Mr. David

MA 403 Abstract Algebra-II Spring

Coding theory has become important in the transmission of information. Topics from linear algebra, field theory and combinatorics are applied to the study of error correcting codes. (MA 200.) Ms. Glaser

[MA 410 Measure and Probability]

[MA 411 Elementary Topology]

MA 413 Ordinary Differential Equations Fall

An informal introduction to ordinary differential equations with an emphasis on techniques and applications. Topics include an exhaustive study of first and second order equations, difference equations, power series techniques, eigenvalue expansions, asymptotic series, special functions, and Laplace transforms. Students will have the opportunity to explore additional topics as part of a final project. (MA 201 or permission.) Mr. Krupp

[MA 421 Modern Geometry]

[MA 431 Complex Analysis]

MA 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.) Staff

MA 704 Senior Seminar Fall, Spring

Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate areas of mathematics not covered in the previous three years. Mr. Yuster

*Foundations Course

See also Division of Natural Sciences.

MUSIC

Christian A. Johnson Professor of Music: H. C. Robbins Landon *Professors:* Emory Fanning, George Todd (chairman) *Visiting Professor:* Jean Berger *Assistant Professor:* Dale Cockrell *Instructor:* James Griesheimer

The Music department offers courses in theory, history and performance. Majors are required to take MU 209-210, MU 309-310, MU 220-221, MU 306-307, MU 390, three upper-level elective courses plus one or two units of senior work. All 300-level music courses assume both ability to read music and rudimentary theoretical knowledge. In addition to the curricular requirements, majors are expected to participate for four semesters in departmental ensembles: Choir, Orchestra or Chamber Ensembles.

All majors must demonstrate at the piano the ability to read a 4-part hymn setting at sight at a steady tempo. The examination will be administered first at the beginning of the junior year and must have been successfully completed before the beginning of the senior year. Reading knowledge of a foreign language is required of majors concentrating in music history. German, French, or Italian is recommended though another language may be substituted with departmental approval.

***MU 101 Introduction to Musical Styles** Spring

A study of musical life and literature from antiquity through the 20th century with an emphasis on major styles and their essential elements. The course aims to develop in students the minimal listening skills necessary for differentiating among styles and composers. Elementary principles of notation, useful in following simple scores, to be explained in class. No previous experience assumed. Mr. Griesheimer

***MU 105 Perspectives of Music** Fall

Perspectives of Music is intended as an overview of the ways that man approaches music as a study. Lectures will deal with the perspective of not only the composer, the performer and the listener, but also the physicist, the psychologist, and anthropologist, dramatist, and historian.

Mr. Todd, Mr. Cockrell

[*MU 109 Rudiments of the Musical Language]

MU 205 Performance Lab Fall, Spring

Credit may be conferred for performance in faculty-supervised ensembles, one unit of such credit to accrue over three terms. At the end of each semester, certificates of credit may be issued by supervising faculty, credit to be based on attendance and quality of performance. A student may register for MU 205 during the term of completion of credit requirement, i.e., during the semester for which he earns the third certificate. No more than one certificate may be earned in any one semester. Certificates may be earned only for work during the spring and fall terms. A student may not register for both Performance Lab (MU 205) credit and Performance Class (MU 306, 307) credit in the same semester.

Mr. Fanning, Mr. Griesheimer

MU 209 Theory Fall

MU 209 assumes basic notational skills (MU 109, or its equivalent) and minimal keyboard sight reading ability. The course exercises the student in the manipulation of diatonic musical materials; modes, triads and their inversions, melody construction, simple harmonizations with primary and secondary triads. Three ear-training labs per week in addition to lectures.

Mr. Todd

MU 210 Theory Spring

Continuation of MU 209. Four-part harmonization through diminished seventh, augmented sixth and neapolitan chords; modulation and use of altered chords; construction of small original compositions. Ear-training labs continued.

Mr. Todd

MU 220 Survey of Music History Fall

A chronological survey of the history, culture and literature of Western art music from ancient Greece through the Baroque era. Emphasis will be placed on stylistic analysis of the basic literature. Ability to read music and rudimentary theoretical knowledge are assumed.

Mr. Cockrell

MU 221 Survey of Music History Spring

A chronological survey of the history, culture and literature of Western art music from the Pre-Classical period through the most contemporary styles. Emphasis will be placed on stylistic analysis of the basic literature. Ability to read music and rudimentary theoretical knowledge are assumed. (MU 220 is *not* a prerequisite.)

Mr. Cockrell

[MU 230 American Popular Song]

[MU 270 Opera]

MU 290 Fundamentals of Conducting Spring

The basic conducting patterns in simple and compound rhythms and their relation to musical line and shape. Score preparation, rehearsal techniques and practical conducting experience. (Permission.) Mr. Fanning

MU 301 Electronic and Computer Music Fall, Spring

MU 301 is a course in electronic/computer composition for students with or without musical background. Using both a digital Synclavier and an analog Moog synthesizer, the students are guided in the creation of original works using music from the contemporary repertoire as models. Experience with electronic equipment and/or in computer programming is recommended. Mr. Todd

MU 306 Performance Class Fall

The focus of this course is the development of musical understanding and expression through active participation in music-making. The course serves both as a master class and as a forum for public performance by advanced students. (Permission.) Staff

MU 307 Performance Class Spring

Continuation of MU 306. Mr. Fanning

MU 309 Analysis Fall

The study of individual works and genres for advanced students. Analysis will be done through readings, score study and compositional exercises. (Permission.) Mr. Berger

MU 310 Analysis Spring

Continuation of MU 309. Mr. Todd

[MU 312 Composition]

[MU 320 Masters of the Eighteenth Century]

[MU 321 Music in the Medieval and Renaissance Periods]

[MU 322 Music in the Baroque Era]

[MU 323 Music in the Classical Period]

[MU 324 Music in the Romantic Era]

MU 325 Music in the Twentieth Century] Fall

This course will emphasize Western art music since WW II. Active class participation is expected in discussions of the compositional and cultural problems of contemporary music and in the performance of relevant and representative compositions. Mr. Cockrell

MU 326 Music in America Spring

A study of the history, culture and literature of music in the New World, from the earliest known musics of the Native Americans, through the colonial and federalist periods, to the present. A special emphasis will be on the "American experience," and its cultural relationship to our musical expression. Mr. Cockrell

[MU 327 New England Folk Song]

MU 330 Symphonic Literature Spring

A study of the symphony and related forms (tone poem, concert overture, etc.) from c. 1740 to the present. Among the major topics: the preclassical symphony schools of Mannheim, Milan, Berlin and Vienna, the symphonies of Haydn, Mozart, and Beethoven, 19th-century developments (program elements, literary influences, nationalism), the symphonies of Schubert, Schumann, Mendelssohn, Berlioz, Liszt, Franck, Dvorak, Brahms, Tschiakovsky, Bruckner, Mahler, the tone poems of Liszt and R. Strauss, the symphony in the 20th century (Hindemith, Schoenberg and his circle, Bartok, Prokofiev, Shostakovitch, Stravinsky, Copland, Ives), commercial applications of the symphonic tradition (movie music, TV scores, etc.).
Mr. Griesheimer

MU 340 Beethoven and the New Currents of the Nineteenth Century

A study of musical life and literature from the Napoleonic Era through the third quarter of the 19th Century. Topics to include: Beethoven and the stylistic revolution in harmony, form and content; tenets of musical romanticism and its early exponents: Shubert, Schumann, Weber, Mendelssohn, Chopin, Berlioz, Liszt; the Lied and song cycle; symphony; concert overture; tone poem; idiomatic piano writing; chamber music; origins and diversification of romantic opera. Ability to read music and rudimentary theoretical knowledge are assumed.
Mr. Landon, Mr. Griesheimer

[MU 341 J. S. Bach]

MU 390 Junior Seminar in Music History Fall

An introduction to the use of research tools and methods in musicology in preparation for the senior work. 1) Primary and secondary sources; 2) form of the research document; 3) practical projects in early notation, textual criticism, and bibliography to be announced.
Mr. Landon, Mr. Griesheimer

MU 500 Independent Study

(Permission.)

MU 704 Senior Work

PERFORMANCE STUDIES

Students may take Applied Music for credit or as an extracurricular activity.

Undergraduates interested in performance for academic credit see descriptions for MU 205, MU 306, MU 307.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in piano, organ, cello, violin, viola, flute, classical guitar, voice or oboe should enroll with the department before registration. Inasmuch as spaces are limited, auditions may be required.

Fees are to be paid to the Cashier's Office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of continued illness. Performance studies consist of one lesson weekly; fee $155 per semester. The fee for private instruction during Winter Term (four lessons) is $60.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 306, MU 307, and 700 and 500 courses in Applied Music.

Private instruction in piano
Staff/Ms. Fanning
Private instruction in organ
Mr. Fanning and Staff
Private instruction in cello Ms. Hilger
Private instruction in violin
and viola Mr. Gusakov
Private instruction in flute
Ms. Sollberger
Private instruction in voice Mr. Dalton
Private instruction in oboe
Mr. Griesheimer
Private instruction in guitar
Mr. Geoghegan

The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Music Library. The Christian A. Johnson music library contains several thousand records, scores, books, and a collection of chamber music. Listening facilities in the library are available to anyone from the college community. Mr. Rehbach, Librarian

Electronic Music Studio. A well-equipped studio which includes a Synclavier II controlled by a 16-bit Able-40 computer, Moog and Arp synthesizers, EMT Reverb, 16 to 4 Yamaha mixer, four- and two-channel Ampex tape decks, Eventide Harmonizer, and equipment for field recording. Mr. Todd

Practice Facilities. Practice rooms with pianos are available for individual and group rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; Wicks (1978) 2 ranks, and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

College Orchestra. Weekly rehearsals leading to the performance of music from all periods. Instrumentalists may arrange for an audition through the department secretary. Mr. Griesheimer

Chamber Ensembles. Coaching in chamber music for standard vocal and instrumental combinations: madrigal group, string quartet, woodwind quintet, etc., is also available.
Mr. Fanning, Mr. Griesheimer

College Choir. The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite.
Mr. Fanning and Staff

Recitals. Regularly scheduled recitals and lectures are open to the public.

*Foundations Course

PROGRAM IN NORTHERN STUDIES

The Northern Studies Program is an interdisciplinary progam focusing on all aspects of the Circumpolar North. The Program was initiated in 1977 and was supported for three years by a CAUSE grant (Comprehensive Assistance to Undergraduate Science Education) from the National Science Foundation. The goal of this Program is to provide students with a strong interdisciplinary course of study by applying the traditional natural and social scientific disciplines to an understanding of northern environments and man/nature relations in the North. The Northern Studies Program is a cooperative venture between Middlebury College and the Center for Northern Studies, a non-profit research and educational facility located in Wolcott, Vermont, about 70 miles northeast of the College.

Students participating in the Program normally spend one or more semesters in

residence at the Center in the course of their undergraduate years. The Center is located in a natural environment that closely approximates those of the Canadian, Alaskan and Siberian northlands. Thus, the Northern Studies Program is able to emphasize the field aspects of northern studies in a manner that is not possible in other areas of the continental United States. The Center also conducts an active research program in Alaska and other northern areas. The senior staff members of the Center for Northern Studies are adjunct faculty members of Middlebury College and are intensively involved in all aspects of the Northern Studies Program.

Requirements for a Northern Studies Major

Students majoring in Northern Studies will normally follow one of the three "major tracks": biology, geography or geology, taking five or six courses within the appropriate cooperating department. Students may also pursue joint majors with these departments. The following is a partial list of required courses, within a particular discipline, which should be taken prior to the junior year.

Biology:

***BI 125**	**Introduction to Biological Principles**
BI 190	**General Ecology**
BI 203	**Botany**
BI 250	**Cells and Organelles**
BI 311	**Ecosystem Analysis**

Geography:

GG 100	**The Geographic Perspective**
GG 201	**Techniques of Environmental Analysis**
GG 202	**Cartography and Graphics**
GG 250	**Physical Earth Processes**
GG 354	**Weather and Climate**

Geology:

GL 112	**Environmental Geology**
GL 161	**Oceanography**
GL 210	**Bedrock Geology of Vermont**
GL 461	**Stratigraphy and Paleontology**

(*GL 102 or *GL 171 Global Tectonics may be substituted for GL 112 or GL 161)

*Foundations Course

An additional list of recommended courses in chemistry, mathematics, physics and computer programming may be obtained from faculty members, along with details of the options for joint majors. Other courses in these or other departments may be accepted, at the discretion of the faculty.

NOTE: A fourth major track in the social sciences is currently being considered by the Curriculum Committee. This track could include the courses taught during the spring semester-in-residence in addition to courses on campus in political science, economics, and sociology-anthropology. Students interested in pursuing such a course of study should consult with their advisers during the fall term to determine the status of the proposed track.

Along with the courses taken in the "tracks" or joint major program, students are required to take NE 151 and NE 152, preferably in the freshman year.

During the junior year, majors will spend one or two semesters at the Center for Northern Studies, taking the courses described below. Normally, students stay on in Wolcott and take Winter Ecology (NE 350) in Winter Term. During the semester-in-residence, students plan their future courses on campus with Center and Middlebury faculty advisers. Planning also begins for the student's senior thesis work.

Students normally take two or three units of senior thesis work (NE 700). At least one thesis unit is required for the major. Senior thesis projects are usually an outgrowth of a student's "major track" selection and are jointly supervised by representatives of the Northern Studies Program and the particular department. No more than three units of senior thesis work may be applied toward a Middlebury degree. The two unit thesis may be either field or library based and is not defended in the sense of a three unit thesis. The three unit thesis requires original, predominantly field oriented work; the thesis is read by and defended in front of three faculty members after a seminar discussing the work has been presented by the student.

Students are encouraged to collect the data for their thesis work in the summer before the senior year. This research may be carried out either at the Center or at Middlebury.

A limit of nine regular term courses and one Winter Term course can be accepted from the Center for Northern Studies toward the Middlebury degree. This limitation includes any research and thesis work undertaken at the Center.

A non-credit Northern Studies Seminar is held in Middlebury during the academic year to provide continuing contact for those students who have taken a semester-in-residence at the Center, and information about the program for others.

While there is no language requirement for the Northern Studies major, students who have serious career plans in the North are strongly encouraged to develop a reading knowledge of Russian.

Further specific information on the Program can be obtained from Mr. S. Young, Mr. O. Young , and the administrative coordinator for Northern Studies.

NE 151 Introduction to Polar Environments Spring

An introduction to the physical, biological, and historical characteristics of the polar world. Emphases on climate, glaciation and other physical features of the polar environments, ecosystems of the boreal forest, tundra, antarctic, and polar seas, the environmental history of polar regions in relation to geological times, and the relationships between the polar regions and pre-industrial and modern human societies. (This course is open to freshmen and sophomores, juniors and seniors premission only.)

Mr. S. Young

NE 152 Public Policy in the Circumpolar North Fall

An introduction to social issues and problems of public policy characteristic of the Circumpolar North. Emphases on the management of renewable and nonrenewable resources, land use and sea use, the problems of northern native peoples, community development in the Circumpolar North, international relations of the far North, and parallels with Antarctica. (This course is open to freshmen and sophomores, juniors and seniors by permission only.)

Mr. O. Young

SEMESTER-IN-RESIDENCE PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Applications may be obtained from Northern Studies office on campus (Science Center, Room 428).

Financial Arrangements:

The College will forward part of the student's comprehensive fee payment to the Center for Northern Studies to cover costs for students who enroll in a full semester-in-residence program, or a semester-in-residence program and the winter term-in-residence at the Center. The College, however, does not contribute any portion of the comprehensive fee, or any other financial assistance, to cover the costs of one or more individual courses taken at the Center, or for the winter term-in-residence when it is not taken in conjunction with a full fall or spring semester-in-residence at the Center.

FALL SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

This semester-long program is the equivalent of four normal Middlebury courses. The semester begins with a two-week field trip to eastern Canada, where students are introduced first-hand to northern environments and begin mastering techniques of environmental analysis. Emphasis will be on the floristics, soils and glacial geomorphology of the region. Detailed study materials will be sent to the students during the summer. These will form the basis of the lectures before we leave.

NE 310 Paleoenvironment and Prehistory of the Circumpolar North Fall

The present physical, biological, and cultural environment of the Circumpolar North is largely a function of a unique series of events and processes which have taken place during the Quaternary Period. These include repeated episodes of glaciation, dramatic changes in climate, major fluctuations in the distribution patterns of northern organisms, and the arrival and development of a variety of human societies in cold regions.

This course is concerned with the information, material, and techniques available to the scientific community which form the basis for the reconstruction of the events and trends of the Quaternary Period in northern areas. Particular emphasis is placed on the eclectic point of view which is necessary to developing concepts of the Quaternary, and to placing the present nature of the northern environment in a historical perspective.

The course involves weekly three hour lecture-seminar sessions, several of which will be team taught by the two participating instructors. Field and laboratory work will concentrate on the techniques of environmental reconstruction, including Quaternary geomorphology and stra-

tigraphy and paleontological and archaeological techniques. Mr. Wenzel, Mr. S. Young

NE 320 Dynamics and Characterization of Northern Ecosystems Fall

This course will concentrate on the interactions between polar organisms and their physical and biological environment on a broad scale. Topics will include energy pathways, predator-prey, parasitic, and other symbiotic relationships, destabilizing and cyclical factors in the ecosystem, and methods and concepts for describing, classifying, or otherwise characterizing boreal forest and tundra ecosystems and their components.

Field and laboratory work will consider methods of elucidating and measuring various processes and relationships typical of northern ecosystems and techniques for describing and comparing sample areas. Staff

NE 330 Indigenous Cultures of the Circumpolar North Fall

For at least the last 15,000 to 30,000 years the native peoples of the Circumpolar North have been a significant factor in the natural environment of the region. This course offers an introduction to various indigenous cultures of northern regions at a time immediately before extensive contact was established with modern western culture. Some consideration will also be given to long established rural western communities in northern areas. Major emphasis is placed on the historical context of the emergence and establishment of these cultures, as well as on the ways in which the cultures have interacted with the natural environment. Mr. Wenzel

NE 340 Polar Biota Fall

This course considers the identification, systematics, evolutionary adaptations, and autecology of the major groups of plants and animals which make up the biological phase of the northern environment. Some consideration is also given to the Antarctic biota. While the larger and more conspicuous terrestrial organisms receive the major emphasis in this course, some consideration is also given to aquatic and marine biota.

During the three-hour weekly lecture sessions, students will become familiar with the theory and process of identification and classification of the relevant plants and animals. Field and laboratory work will stress identification of these organisms, particularly vascular plants, in their native habitat. Mr. S. Young

WINTER TERM-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

NE 350 Winter Ecology Winter

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures, the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. Mr. Marchand

SPRING SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this semester are NE 152, EC 155, and BI 190. This semester-long program is the equivalent of four normal Middlebury courses.

NE 360 The Political Economy of Resource Management Spring

A study of societal decision-making regarding the human use of natural resources and natural environments. The first half of the semester is devoted to a comparative examination of three theoretical approaches to this subject: the micro-economic perspective, the ecological perspective, and the institutional perspective. This is followed by a series of substantive applications of particular relevance to the far North. Topics covered in this section of the course include: Outer Continental Shelf oil and gas, hardrock minerals, forest products. marine fisheries, amenities values, and pollution control. Mr. O. Young

NE 370 Northern Policy Studies Spring

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course both applies existing knowledge and seeks new insights concerning the nature of public policy. Topics covered include: the role of the state in society, the formation of policy agendas, the analysis of policy alternatives, the enactment of specific public policies, policy implementation, and policy evaluation. In connection with this course, each student will plan and carry out an original research project dealing with some current policy issue pertaining to the far North. Mr. O. Young

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (for example, large scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? This course focuses on various explanations of the contemporary problems of these rural communities and on an analysis of alternative strategies for alleviating these problems.

Mr. Wenzel

NE 390 Northern Legal Issues Spring

Legal research and analysis differs greatly both from natural science and from social science. Using cases relating to the Circumpolar North, this course offers students an introduction to legal materials, processes, institutions, and modes of thought. In any given semester, case materials will be drawn from controversies pertaining to public land, Native claims, offshore oil and gas development, hard rock mining, water rights, forest management, wildlife, fisheries, and international resource agreements.

Ms. Osherenko

Seminar Series Fall and Spring

Each semester, a number of outstanding experts on a variety of polar issues are invited to the Center to five guest lectures on their fields of expertise. These lectures are generally keyed to topics and material related to the formal courses. Students are expected to prepare for these guest lectures through reading of assigned material and to participate in discussion sessions with the visiting speakers following the formal seminars.

The seminar series is not technically a separate course and does not specifically carry course credit. However, seminar material is considered to be a vital part of the formal courses, and students are responsible for incorporating seminar material in the overall course work.

Mr. Osgood

NE 500 Independent Study

NE 700 Senior Thesis

PHILOSOPHY

Professors: Stanley Bates (chairman), Victor Nuovo *Associate Professor:* Lynne Baker *Assistant Professors:* Michelle LaRusch, William Rued

Non-majors. Most Philosophy department courses are open to students who are not majors and who have had little or no previous work in philosophy. PA 102 and PA 170 are the general introductions to the field and are open to students in all classes. Courses in the 200 range are introductions to specialized areas of philosophical study which do not require particular competences, though students who have done work in education, religion or the arts will find their studies in those areas of assistance. Except as noted, 300 level courses are generally open to students but they suppose a higher level of sophistication than the 200 level courses and are not normally open to freshmen.

Major program: Majors will elect ten courses in the department. (No more than two courses from the group HM 150, HM 160, PA 102 and PA 170 can count toward the major requirement.) All majors are strongly encouraged to take PA 180 and PA 223. Cognate courses, particularly in the areas of political science and religion, may be substituted for two courses with prior permission. Majors must elect one course in ethics and social philosophy, one course in philosophy of science and theory of knowledge, one course in the history of philosophy and two seminars.

Honors candidates will do a 500 project in the Winter Term of senior year and may substitute under exceptional circumstances a second term of 500 work for the second term of the Senior Seminar. Students must have a B average in all work in the department and the approval of the department, to be permitted to undertake an Honors program. 500 projects are open only to philosophy majors and they must have attained an average of B in all course work within the department.

***PA 102 The Good and the True: Introduction to Philosophy** Fall

This course will confront two of the most important questions each of us asks: How ought I to live? What can I know? We shall explore these issues through the writings of some of the greatest minds of all time: Plato, Mill, Dostoevsky, Nietzsche, Sartre, Russell, C.S. Peirce. This intellectual excursion will be wide-ranging; topics for discussion will include relativism, human nature, freedom of the will, foundations of knowledge, skepticism. (Two sections of this course will satisfy the freshman writing requirement.)

Ms. Baker and Staff

***PA 170 The Way to Reason** Spring

In this course students will learn to recognize, evaluate, present and distinguish between *methods* of argumentation commonly used in reasoning about philosophical, legal, moral, religious and political issues. The types of arguments to be discussed will be those which have been used in attempts to settle traditional questions (e.g., the questions concerning the existence and nature of God) as well as those used in attempts to settle questions of recent concern (e.g., the questions surrounding the abortion issue). Although emphasis in this course will be upon the *methods* of effective reasoning and the use of argumentation in everyday life, the material covered is not the same as that covered in the formal logic courses (PA 180 and PA 280.) (Two sections of this course will satisfy the freshman writing requirement.) Ms. LaRusch and Staff

***PA 180 Introduction to Modern Logic** Fall

In this course students will learn the principles of correct deductive reasoning. Skills in recognizing and constructing correct deductions within a formal framework will be developed. As an aid in the development of such skills, students will learn to run a computer program which has been designed especially for this course. The program will reinforce points made in lecture and provide students with immediate feedback on their own work. There are no prerequisites for this course. It will not be assumed that students have an in-depth knowledge of philosophy, mathematics, or computer science. Ms. LaRusch

PA 190 Ethics and the Environment Spring

An introduction to aesthetic and ethical attitudes toward nature. An investigation of selected concepts such as beauty, the sublime, goodness, purposiveness, aesthetic and ethical disinterestedness. Although various texts will be studied, special attention will be given to Kant's exposition of these concepts in his third *Critique.* The course is meant not so much as an introduction to environmental ethics but as a way to bring to light the aesthetic principles which underlie ethics and natural science. In the light of this understanding, environmental problems that require a moral solution shall be examined. Mr. Nuovo

PA 205 Human Nature and Ethics Fall

An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for men to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or unstated conceptions of human nature contained in the theories. Mr. Bates

[PA 207 Contemporary Moral Problems]

[PA 210 Philosophy of Education]

PA 213 Philosophy of Religion Spring

An investigation of the philosophical problems raised by the claims of religious belief: the existence and attributes of God, divine omnipotence and human freedom, the problem of evil, immortality and eschatology. Mr. Rued

[PA 222 American Philosophy]

PA 223 Introduction to Contemporary Philosophy Fall

This course will treat both the analytical tradition represented by figures such as Frege, Russell, Moore, Wittgenstein and Austin and the phenomenological existential tradition represented by Husserl, Heidegger and Sartre. Mr. Rued

PA 233 Aesthetics Spring

Contemporary and historical readings will be used to examine problems in the philosophy of art. There will be exploration of what is a work of art and of meaning and truth in various of the arts. Attention will be given to questions of aesthetic judgment and of aesthetic value as well. Some prior acquaintance with philosophy or literature or the arts is recommended. Ms. Baker

PA 247 Ancient Greek Philosophy Fall

The study of ancient philosophy is not an antiquarian interest only, for Greek philosophy is the foundation of a tradition that is very much alive and well. This course will be devoted to an examination of the doctrines and methods of ancient philosophers and their schools. A large part of the course will be devoted to Plato and Aristotle, but consideration will also be given to Socrates and the Pre-Socratics, the Stoics and other Hellenistic schools. The principle concerns of this course are two: How does philosophy use its past? and, What is the nature of a philosophical tradition? Lectures, readings and discussion. (No prerequisites.) Mr. Nuovo

PS 250 History of Early Modern Philosophy: Descartes to Kant Spring

This course will involve a detailed study of the beginning period of modern philosophy, from the emergence of the new scientific world view in the early 17th century to the great finale of the Enlightenment in the work of Immanuel Kant. We shall concentrate on issues involved in the theory of knowledge and the theory of reality, in

rationalism represented by Descartes, Spinoza and Leibniz and in empiricism represented by Locke, Berkeley and Hume. However, we shall also discuss some of the moral, political and literary implications of these theoretical issues. (It would be helpful to have taken PS 101, RE 110, HM 150 or PA 170 as preparation for this course.) Mr. Bates

[PA 255 Kierkegaard, Marx and Nietzsche]

[PA 280 Intermediate Logic]

ETHICS AND SOCIAL PHILOSOPHY

PA 190, 205, 207, and courses numbered in the range PA 300-320 fall in the general area of ethics, social philosophy and theory of value.

[PA 309 Philosophy of Law]

PHILOSOPHY OF SCIENCE AND THEORY OF KNOWLEDGE

Courses numbered in the range PA 350-370 fall in the general area of theory of knowledge or epistemology. Problems of knowledge, proof and perception have been particularly central to philosophical concerns in the modern period. Students considering graduate work in philosophy should elect courses in this area.

[PA 351 Theory of Knowledge]

PA 352 Philosophy of Mind Fall

This course will focus on the problems involved in relating conscious mental phenomena to the physical world. What is the nature of such conscious phenomena as believing, feeling, imagining, or perceiving. There will be critical examination of several kinds of theories of consciousness, and special attention will be given to contemporary theories. There will also be discussion of connections between theories of consciousness and theories of personal identity. Mr. Rued

PA 353 Philosophy of Science Fall

In this course we will trace mankind's scientific view of the world from Thales, the first Greek philosopher, to Sir Isaac Newton. Students will study and critically evaluate scientific theories concerning the creation and nature of the universe. Critical evaluation of such theories will focus specifically upon the *picture* which an age forms of the nature of its world. We will raise the questions: What are the essential elements in that picture and how did they come there? The aim of this course is to help students understand clearly the foundations of modern scientific thought so that they may judge more accurately the validity of the contemporary scientific picture or world view. Ms. LaRusch

PA 354 Philosophy of Language Spring

This course will introduce the student to both traditional and contemporary theories of meaning and reference. With regard to theories of meaning, we will specifically be concerned with theories of word meaning, theories of sentence meaning, and theories of speaker meaning. With regard to theories of reference we will examine views as to how definite descriptions, proper names and demonstratives function to actually "pick out" particular entities in the world. We will then discuss how the new theories of meaning and reference bear on other important philosophical issues such as analyticity, necessity, trans-world identity, and the theory of natural kinds. Ms. LaRusch

SEMINARS

The following seminars are required of senior majors, and are open to other qualified students by permission.

PA 406 Kant Fall

This seminar will consist of a careful examination of the critical philosophy of Immanuel Kant. The major part of the term will be devoted to a reading of the *Critique of Pure Reason.* We shall also read the *Critique of Practical Reason* and the *First Introduction to the Critique of Judgment.* Mr. Bates, Ms. Baker

PA 410 Wittgenstein Spring

This seminar will consist of a careful reading of the most important early work of Ludwig Wittgenstein, his *Tractatus Logico-Philosophicus* and the most important of his later works, the *Philosophical Investigations.* Wittgenstein's influence in contemporary philosophy will be discussed and assessed. Ms. Baker, Mr. Bates

PA 500 Research in Philosophy Fall, Spring

(Open only to majors.) Staff

PHYSICAL EDUCATION AND ATHLETICS

The Physical Education Program concentrates on lifetime sports so that all students leave Middlebury with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. The

progam consists of a pool test (or a course in beginning swimming) and five seasons in essentially lifetime sports. There is a credit maximum of three seasons for participation in intercollegiates, performing groups, club teams approved as independent programs, or instructional team sports. Included in this credit maximum are courses and/or exemption tests completed in the skills of the activity concerned. The department schedules two seasons in each of the two college terms and one season in the college Winter Term.

Students may complete their Physical Education Program by utilizing any of the following options and opportunities:

a. Instructional course programs
b. Approved independent programs
c. Exemption program *(note further information below)*
d. Any combination of the above, including a credit maximum of three seasons for participation in intercollegiates, performing groups or instructional team sports.

The pool test or a beginning swimming course is required of all students. The test consists of jumping into the deep end of the pool and staying afloat for five minutes without assistance of any kind. Any method (floating, treading, swimming, survival floating) may be used. Beginners and those uncertain of their ability to pass this test should register for an instructional course in swimming. Current American Red Cross Advanced Life Saving or Water Safety Instructor cards (show cards at the Field House office) are accepted in lieu of the pool test.

The Physical Education Program may be completed at any time or by any of the above options convenient to the student during his/her four years at Middlebury with the following exceptions:

1. *Exemption tests and pool tests may not be taken after the sophomore year without payment of a $25.00 fine for each test attempted.*
2. The above tests must be taken during the scheduled testing periods indicated below.
3. The above regulations will be effective as of September, 1982, following completion of the Fall Testing Period.

The entire program may be completed by demonstrating strong competency at or above the intermediate level in three lifetime activities offered in the exemption program, provided the pool test has also been passed. The passing of one or two exemptions provides the student with one or two seasons credit toward completion of the entire program. Students may take no more than three instructional courses in the same activity nor receive more than three seasons credit for the same activity (one of which may be an exemption credit).

All registrations for instructional classes in physical education are held in the Field House office, and registrations are held prior to the start of each of the five seasons during the college year. Registration is on a first come first served basis. There are two exemption periods during the year (preceding the fall and winter II seasons) and students should sign up for test appointments at the Field House office prior to the announced exemption periods. Students should consult the appropriate department member concerning participation in intercollegiates and performing groups. Application forms for independent programs are available at the office in the Field House and are returnable, for consideration, to the department chairman's office normally one week prior to the start of each physical education registration period. Students who wish to elect courses (i.e., the student does not need the course for physical education credit) should register with the department for the appropriate season and they will be scheduled for classes on a space available basis.

Physical Education Program (Fall, Winter I, Winter Program Term, Winter II, and Spring Seasons) Specific seasonal course offerings are available at the time of registration and prior to the start of each season.
Staff

Physical Education Instructional Course Registration Periods (9:00-12:00 and 1:00-4:00 at the Field House office):

Registration Dates	**Season**
September 6, 7, 8	Fall
October 13, 14, 15	Winter I
November 29, 30 & December 1	Winter Program Term
February 7, 8, 9	Winter II
March 15, 16, 17	Spring

Season Dates
September 13-October 23, 1982

October 25-December 4, 1982
January 3-January 28, 1983
February 14-March 26, 1983
April 4-May 7, 1983

Exemption Periods and Tests: Advance sign-ups for test appointments are recommended and requested. *Please note further information above regarding a $25 fine for each test taken after the sophomore year.* Please sign up at the Field House Office from 9:00-12:00 or 1:00-4:00 unless otherwise stated.

Fall Tests (September 6, 7, 8, and 9) — Sign-up dates are September 2, 3, 6, 7: Archery, Badminton, Bowling (Test Fee $.90), Dance, Golf, Platform Tennis or Racketball, Squash, Swimming, Tennis and the Pool Test.

Winter Tests (February 7, 8, 9, and 10) — Sign-up dates are January 18, 19, 20, and February 7: Alpine Skiing, Badminton, Bowling (Test Fee $.90), Dance, Ice Skating or Ice Figure Skating, Platform Tennis or Racketball, Squash, Swimming, Ski Touring, Tennis, and the Pool Test.

PHYSICS

Professors: Robert Gould, P. Frank Winkler (chairman) *Associate Professor:* Richard Wolfson *Assistant Professor:* Robert Prigo.

The course offerings in the department of physics are designed to fill the needs of a liberal arts curriculum. The offerings are suitable for three categories of students: (1) those who do not intend to specialize in science, but have an interest in science; (2) those who desire a basic introduction to physics as an adjunct to a major in another science; and (3) those who major in physics. Students normally major in physics as preparation for graduate study in the sciences or engineering, as preparation for a professional school, or as preparation for teaching. Students planning to major in physics should start no later than their sophomore year and preferably in their freshman year.

Students intending to major in physics (category (3) above) will find that the department offers a full complement of both theoretical and experimental courses.

The minimum requirements for a major in physics are the introductory sequence to physics (PH 109, PH 110, PH 201, PH 202, and PH 212), plus four elective physics courses, MA 112, MA 113, and a senior program. Students considering graduate study in physics or related disciplines are strongly encouraged to elect additional courses in mathematics. Each major should design his or her specific program in consultation with a department faculty adviser.

The senior program in physics consists of a three-unit thesis and general examination. Students doing practice teaching under the Teacher Education Program may, with permission, take only two units of senior thesis. The department offers a program for majors in environmental studies with emphasis in physics. (See Environmental Studies.)

Courses in the numbering sequence PH 111 through PH 199 are designed for students not majoring in the natural sciences and so do not count toward satisfying the physics major. The course PH 212 is a prerequisite for all 300 and 400 level courses in physics.

For non-science majors, the department offers a fall term course, PH 155, *An Introduction to the Universe* (a Foundations course), and two spring term courses, PH 101, *The Nature of Things: Physical Reality and Human Thought* (a Foundations course), and PH 145, *Electronics for the Intimidated.* See below for descriptions of these courses. We also offer courses in electronics and in astronomy and astrophysics for students who have had some introductory physics.

***PH 101 The Nature of Things: Physical Reality and Human Thought** Spring

Designed for non-science students, this course will explore major ideas which shape our present understanding of the physical universe. Aristotelian cosmology, Galilean and Newtonian mechanics, light and sound, relativity, and the quantum principle will be considered for their impact on broader realms of human thought. This philosophical perspective will be augmented by development of physical ideas in their historical context, giving a sense of the evolutionary and revolutionary processes which make for progress in science. The physical content of major ideas will be emphasized in a nonmathematical way, and simple exercises and demonstrations

will familiarize the student with some of the less intuitive results of modern physics. Finally, attention will be given to major unsolved problems and to the forms that radically new physical understanding might take. Mr. Prigo

PH 109 Mechanics and Thermodynamics Fall

This course examines the phenomenon of motion in a number of fundamental forms: point mass and rigid body dynamics, fluid flow, and waves in continuous media. Using Newton's laws of motion and the powerful techniques provided by the calculus, it explores the central role of momentum and energy in the description of mechanical phenomena. As an additional example of the importance of the principle of conservation of energy, a discussion of the relation between thermal and mechanical energy will conclude the course. The lab work in this course aims to develop measurement and data analysis skills by providing examples in which the behavior of actual systems can be quantitatively compared to theoretical predictions. (MA 112 is a corequisite.) 3 hrs. lect., 3 hrs. lab.
Mr. Prigo and Staff

PH 110 Electricity and Magnetism Spring

The physical principles of electricity and magnetism are examined and developed to the point where understandings of the electrical structure of matter and the electromagnetic nature of light are gained. The theory of relativity is explored and its implications for mechanics and electromagnetism noted. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission.) 3 hrs. lect., 3 hrs. lab.
Mr. Wolfson and Staff

PH 145 Electronics for the Intimidated Spring

This self-contained introduction to electricity and electronics is intended for non-science majors who are mystified by electronics and want not to be. It is *not* open to majors in the natural sciences. Using only high school algebra and simple trigonometry, we will study the behavior of DC and AC electrical circuits. After this introduction to circuitry, the building blocks of electronic instruments, radio, TV and hi-fi will be examined. Components such as transistors and integrated circuits (IC chips) will be studied. In the laboratory, power supplies, amplifiers, oscillators and other configurations will be constructed. Some time will be spent on the components of digital computers. 3 hrs. lect., 2 hrs. lab. Mr. Gould

NS 150 Environmental Science (See Division of Natural Sciences.)

***PH 155 An Introduction to the Universe** Fall

This introductory astronomy course is open to all students, especially those who do not intend to major in the physical sciences. There are three primary goals: (1) To give some insight into how scientists come to understand nature through the interplay of theoretical models, laboratory experiments and observations. (2) To examine some of the recent discoveries of astronomy and astrophysics, e.g., quasars, pulsars, black holes. (3) To provide some appreciation for the sky as part of our natural environment and cultural heritage. The course focuses attention on several important topics, including how stars live, evolve, and die, the origin of the solar system, and the structure of our galaxy. Through a sequence of steps we move from the familiar and accessible to the enormous distances and times necessary to consider the past and future of the entire universe. Laboratory work includes use of the College Observatory. (No prerequisites.) 3 hrs. lect., 1½ hrs. discussion/lab. Mr. Winkler

PH 201 Modern Physics I Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass-energy), statistical distributions in physics, kinetic theory, quantization and photons, x-rays, and the atomic models of Rutherford and Bohr. (PH 109, 110 or permission.) 3 hrs. lect., one lab/discussion session. Mr. Gould

PH 202 Modern Physics II Spring

An introduction to quantum physics including wave mechanics, the uncertainty principle and wave-particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201.) 3 hrs. lect., one lab/problem session. Mr. Prigo

PH 212 Methods of Theoretical Physics Spring

This course concentrates on the methods of applied mathematics and the special functions that are commonly used in theoretical physics. Topics include differential vector calculus and orthonormal function sets used with the partial differential equations of physics. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. This course is a prerequisite for all 300 and 400 level physics courses. (MA 113, PH 110.) Mr. Winkler

PH 221 Electronics for Scientists Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Gould

[PH 230 Intermediate Mechanics Fall]

An intermediate level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's Laws of Mechanics; the concepts of work, energy and power; energy conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing lasting problem-solving strategy and techniques. (PH 110, MA 113.) 3 hrs. lect./discussion. Offered in alternate years. Mr. Prigo

[PH 250 Statistical Mechanics]

The course opens with an examination of the fundamental concepts of probability, statistics, and distribution functions. These opening remarks are followed by an in-depth discussion of the concepts of energy, energy quantization and the application of these concepts to the modeling of macroscopic systems. The remainder, and heart, of the course is contained in the study of statistical mechanics and its application to a variety of classical and quantum systems. Topics that will be covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, dielectric and paramagnetic systems, radiation, phase transitions and ideal quantum gases. (PH 201, corequisite PH 212.) 3 hrs. lect. Offered in alternate years. Staff

[PH 266 Contemporary Astronomy and Astrophysics]

PH 302 Electromagnetic Waves Fall

The theory of Maxwell is used as the basis for an electrodynamic description of the behavior of light. Models for the propagation of waves in space and matter serve as the basis for an understanding of common phenomena in optics and communication. The theory is further illustrated through laboratory experience with lasers and microwaves. (PH 212.) 3 hrs. lect. Mr. Wolfson

PH 320 Fluid Dynamics and Plasma Physics Spring

Fluids, with their ability to change shape in response to external and internal forces, are involved in most of the action in the universe. A description of fluid matter is vital in understanding why the sun shines, the wind blows, the continents drift, life lives, airplanes fly, fusion reactors don't work, and sound propagates. This course will consider first the classical description of liquids and gases, stressing both the mathematical foundation and applications to such diverse fields as meteorology, oceanography, and aerodynamics. A study of wave propagation in fluids will provide an introduction to the science of acoustics. In the second half of the course the equations of fluid dynamics will be joined with Maxwell's equations to provide a magnetohydrodynamic description of plasma — the fourth state of matter in which 99% of the universe exists. Topics considered will include plasma confinement, stability, and wave propagation in plasma. Application to astrophysical plasmas and laboratory devices including fusion reactors will be considered. (PH 320.) 3 hrs. lect. Mr. Gould, Mr. Wolfson

PH 401 Introduction to Quantum Mechanics Spring

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory of its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212.) Lecture and tutorials, 3 hrs. Mr. Winkler

PH 405 Nuclear and Particle Physics Fall

The course will begin with a general introduction to the nucleus, its constituents, the strong force and binding energies. Important symmetry properties of nuclear systems and conserved quantities in nuclear interactions will also be included in the introduction. We will then discuss nuclear states (ground and excited states), natural transitions (α, β, γ decays) and artificial transitions (nuclear reactions, fission and fusion). We will then take a look at some good but far from perfect models of the nucleus — the liquid drop, shell and collective models. We will end our discussion of the nuclear physics with a closer look at the strong force in pn and nn systems and outline the meson theory of the strong force. This will lead naturally into discussions of the so called "fundamental particles," their numbers, properties, classifications and interactions. We will also outline the conservation laws, invariance and symmetry groups associated with these particles, including the quark model with flavor, color and charm. The recent "new par-

ticles'' will also be discussed. (PH 401 or permission.) 3 hrs. lect. Mr. Prigo

PH 500 Research and Special Topics Fall, Spring
(Permission.) Staff

PH 705 Independent Study and General Examination
Fall, Winter, Spring
Independent study in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in February. (Three units total.) Staff

PH 750 Senior Thesis (Environmental Studies)
Fall, Winter, Spring
Same as PH 705, with added environmental seminar; See Environmental Studies Program.

*Foundations Course

See also Division of Natural Sciences.

See also Program in Environmental Studies.

POLITICAL SCIENCE

Professors: Murray Dry (chairman), Russell Leng, Paul Nelson, Olin Robison *Associate Professor:* David Rosenberg *Assistant Professor:* Eric Davis *Instructor:* Michael Kraus (on leave) *Visiting Instructor:* Anne Sa'adah; *Adjunct Professor:* Oran Young

Political Science defines, describes, explains, and evaluates political phenomena. It does so in a number of disciplines or habits, including philosophy, science, history, and prudence. Consequently, the Departmental course requirements include one which concentrates on the classic texts in the subject, and another which concentrates on the methods of modern political analysis. Intermediate level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an Honors thesis. The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take ten regular fall or spring term political science courses, including: (1) PS 101 or 107; (2) PS 200; (3) fulfillment of a field distribution requirement; and (4) completion of the senior program. The PS 200 research methods course requirement may also be satisfied by completing any of the following research methods courses or the equivalent: EC 210, GG 300, PY 210, SA 301, MA 105 or NS 106.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields, with one exception. If political theory is to count as one of the three fields of concentration, a student must take three courses, or one more than the two that are already required of all majors.

Senior Program: The senior program consists of two seminars of the major's choice. Each seminar includes advance work appropriate to the field in which the seminar is offered. The seminars are the 400 level courses below. The seminars may be taken after the major has begun the junior year, but the two seminars must be taken during different terms.

Departmental Honors: Students who elect to seek departmental Honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An Honors thesis proposal must be submitted for approval to the department prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the Winter Term and the spring term. After an oral examination of the completed thesis, Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. Students may substitute the Honors thesis for one of the senior seminars.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or mem-

bers of the department. A 500 project may be substituted for one senior seminar with the approval of the department, in which case a written proposal outlining the project should be submitted prior to the term in which the project is to be done. All students must take at least one senior seminar.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: take eight courses, including the two specific requirements; satisfy a two field distribution requirement; take one seminar; and give evidence of having used the training in both major fields, in a thesis or other independent work.

***PS 101 Introduction to Political Science** Fall

A study of classics of political science: Plato, *Republic;* Aristotle, *Politics;* St. Thomas Aquinas, in *Summa Theologica;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto* et al; Weber, "Science as a Vocation"; Nietzsche, *The Use and Abuse of History.* (Freshmen and sophomores or permission.)

Mr. Dry, Mr. Nelson

PS 102 The American Political Regime Spring

Our examination of this "first new nation" begins with the Constitutional Convention and the framers' deliberations over the best form of government consistent with the principles of the Declaration of Independence and appropriate to the people of the United States of America. Study of this and later critical moments in the interpretation and construction of the American political regime requires an examination of the writings of *The Federalist,* Jefferson, Marshall, Calhoun, Tocqueville, Lincoln, and Frederick Douglass. Next, selected basic problems in American politics are examined by means of Supreme Court cases and critical essays. Topics have included race, moral basis of international action, and higher education. Mr. Dry

PS 103 Introduction to Comparative Politics Spring

This course will introduce students to both the substance and the vocabulary of comparative political analysis. Through concrete examples, we will look at the two major types of developed political system: pluralist and totalitarian: we will also examine the political options of developing countries. Most of the term will be spent learning about politics in the United States, the United Kingdom, the Soviet Union, India and the People's Republic of China. What are the stakes of politics? How is political competition organized: Who participates? Who benefits? What are the overall results? Are non-pluralist systems inherently unstable? Once we have gained some familiarity with different political experiences of the different countries, we will briefly consider various approaches to comparative political analysis. Ms. Sa'adah

PS 104 Introduction to American Political Processes Fall

Analysis of the powers, structure, and operations of American government, primarily at the national level. We will begin by discussing the writing of the Constitution in 1787 and how that Constitution continues to affect political decision-making in America. Next, we will turn to the representative political institutions — political parties, interest groups, and the Congress. Then, our attention will turn to the policy-making process, to legislative, executive, and judicial politics in Washington. Finally, we will focus on a number of policy issues such as energy or taxation, in order to study the interactions among Constitutional structures, representative institutions, and policy-making institutions. (Freshmen and sophomores or permission) Mr. Davis

***PS 107 Politics and the Studies of Politics** Spring

This course will consider classic texts of Western political thought, in which the nature of politics, justice, freedom, authority, and the common good are discussed. The aims of the course are to see what each of the texts says about politics and its ingredients, and to determine the mode or modes of thought in which the author is working. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works may include Shakespeare, *Julius Caesar,* Macaulay, *History of England,* Edmund Burke, *Reflections on the Revolution in France,* Adam Smith, *The Wealth of Nations,* Karl Marx and Friedrich Engels, *The German Ideology,* and Max Weber "Science as a Vocation." Mr. Nelson

POLITICAL THEORY

***PS 101** (See above)

***PS 107** (See above)

PS 200 Theory and Method of Political Analysis Spring

Two major questions are considered in this course: (1) What is the relationship between scientific inquiry and the study of politics? and (2) What are the major approaches and methods now used in the study of political phenomena? The course includes periodic analytical exercises

designed to help the student develop critical sophistication; that is, the ability to recognize and produce a well-formed argument, a sound inference, an elegant proof, a plausible explanation, and a persuasive proposal of remedial action. Mr. Rosenberg

PS 317 Classical Political Philosophy Fall

Study of the first great work of political philosophy, Plato's *Republic.* Although this book is itself perhaps the greatest example of the kind, so that a clear definition of what is going on in it could be inferred from the text itself, the course will begin with a general consideration of the character of political philosophy and with a consideration of *our* relation to this book. Study of the *Republic* will be followed by study of critiques of it, Aristotle's in Book I of the *Nicomachean Ethics* and in Book II of the *Politics,* and, time permitting, of other ancient or medieval teachings. Mr. Nelson

PS 318 Political Philosophy: Modernity Spring

The most general characterization of modern political philosophy is that it breaks with ancient and medieval thought by its "realism," or by its rejection of virtue as the end of political life and its replacement of virtue by phenomena like natural rights, freedom, power and commerce. Writers include Hobbes, Rousseau, Burke, Hegel, Marx, and Nietzsche. Mr. Nelson

[PS 401 Seminar on Political Philosophy: Liberalism and Marxism]

PS 409 Seminar on Political Philosophy Fall

Study of Aristotle's political science as it appears in his *Nicomachean Ethics, Politics* and *Rhetoric.* In addition to trying to recover Aristotle's meaning, we will consider both some objections to Aristotle's political science (for example; that it is unscientific in the modern sense of the term science; that it is illiberal in its substance; that it is hopelessly ignorant of political events since its time) and some defenses of it (for example: that it is of all the studies of politics the most faithful to the character of its object, even in its modern forms; that it is the most adequate account we have of the relation between man as a political being and man as a knower). We will look in particular at recent literature on Aristotle to show there is no reason to "remove the remains of his reputation to a last resting place in the dreary cemetery of literature." (Permission.) Mr. Nelson

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 208 The Politics of the U.S. Congress Spring

This course will look at the U.S. Congress — probably the most highly advanced legislative body in the world — from two different perspectives. First, we will study Congress as a representative institution. What are some of the factors affecting the outcomes of Congressional election races? Why are incumbent members of Congress winning re-election at such overwhelming rates? What is the relationship, if any, between a Representative's or Senator's roll-call voting in Washington and the opinions of his or her constituents on those issues coming before the national legislature? Next, we will examine Congress as a policy-making institution. How does a very large legislature handle decision-making on issues which are becoming increasingly complex? How have the changes in Congressional organization and procedure implemented since 1970 affected the Congress' ability to make policy? How does Congress work with (or against) the executive branch and interest groups in the policy-making process? To conclude, we will consider the relationships between the distribution of influence within the Congress and the Congress' ability to perform its representative role. Mr. Davis

PS 305 American Constitutional Law: The Federal System Fall

Drawing mainly on Supreme Court decisions from separate reprints and Gerald Gunther's casebook, and also on interpretive books and essays, this course studies the Marshall Court, the Taney Court, the Civil War cases, the pre and post-1937 Court, and the Warren and Burger Courts. The earlier cases focus on governmental powers in a federal system; the recent cases focus on the equal protection clause of the Fourteenth Amendment. A Mock Court case is anticipated. (Open to juniors and seniors with PS 102.) Mr. Dry

[PS 306 American Constitutional Law: Individual Rights]

[PS 312 The Politics of the Federal Bureaucracy]

PS 314 The Politics of American Urban Areas Spring

Most Americans live in cities or in their surrounding suburban areas. In this course, we will discuss a number of topics related to the politics of cities and metropolitan areas. We will begin with an historical analysis of the development of the political system in the city. In this section of

the course, we will pay particular attention to the rise and decline of the urban political party machine. Next, we will look at patterns of political power in the contemporary city. Are "pluralist," "elite theory," or other models of community power most appropriate as explanations of city politics? We will then turn to a discussion of intergovernmental relations, or how the cities and suburbs must operate within a political environment in which many important decisions are made at the federal and state levels. In this part of the course, we will consider the financial crisis of northeastern cities, and some of the explanations for this crisis, as well as the ability of cities to implement federal programs in ways intended by the supporters of those programs in Washington. The last section of the course will deal with some of the important policy issues facing the contemporary city — issues such as education, crime, race, housing, etc., and with alternative proposals for responding to these issues which have been put forward. Mr. Davis

PS 402 Seminar in Constitutional Law: Liberalism and Constitutionalism Spring

What is the proper relationship between the judiciary and the political branches of government in a liberal democracy such as the United States? Since our constitution is both a frame of government and our fundamental law, Tocqueville correctly observed that "there is hardly a political question which does not sooner or later turn into a judicial one." We know also that a constitution, to endure, must be "adapted to the various crises of human affairs" (Marshall). But what happens when the constitution is subjected to a realist's scrutiny and both legal rights and access to the courts are expanded? Do we get judicial supremacy? If so, is that compatible with our form of self-government? The object of this seminar is to study judicial and scholarly accounts of the judicial function in American government. Our study will include the writings of Marshall, Holmes, Cardozo, Brandeis, Frankfurter, Black, Corwin, Bickel, Berger, Dworkin, Ely, and Cox. Students will write several short papers and one twenty page paper. (Junior and senior majors with PS 305 or PS 306.) Mr. Dry

PS 410 Seminar on Political Parties and Interest Groups in America Fall

The seminar will begin with an analysis of the concept of the political party, especially its role as one of the important institutions linking citizens and their governments. How do political parties perform the function of representation? Then, we will engage in an historical analysis of the American political parties — the party "systems" that have been identified over the course of the past 200 years. This historical analysis will condition our discussion of whether the contemporary party system is going through a "realignment." Next, we will discuss the role of political parties in structuring election outcomes, particularly Presidential election outcomes, and how that role has been changing as a result of the party "reforms" adopted in recent years. We will then turn to an analysis of American interest group politics, beginning with the theoretical issues of why individuals join interest groups at all, and whether an "iron law of oligarchy" characterizes the internal power structure of these groups. Last, we will look at the functions performed by interest groups, and how these functions are changing in an era in which political parties are in decline. (Permission.)

Mr. Davis

[PS 425 Seminar on the American Presidency]

COMPARATIVE POLITICS

PS 103 (See above)

PS 210 The Politics of Modernization in the Third World Fall

This course studies how traditional peasant societies are transformed into modernizing nation-states. Four basic problems of political development are considered: 1) the creation of a common national indentity, 2) the development of effective instruments of power, 3) the establishment of legitimate authority, and 4) the production and distribution of goods and services. The lectures will explain the major ideologies and strategies used to solve these problems. Each student is asked to select one country in Africa, Asia or Latin America and make periodic reports on how it attempts to solve these basic problems of development.

Mr. Rosenberg

PS 220 Asian Politics Spring

This course provides an introductory survey of contemporary politics in Asia, with primary emphasis on China and Japan. The basic institutions of power will be examined as well as current issues of domestic and foreign policy. Selected case studies for comparative analysis will be drawn from Korea, Taiwan, the Soviet Far East and selected areas of Southern Asia.

Mr. Rosenberg

PS 225 Comparative Politics: Western Europe Fall

A comparative study of the contemporary political systems of France, Great Britain, Italy, and the Federal Republic of Germany. The first few lectures and readings will set forth how government now works in Western Europe; we will review the institutions, actors, processes, and ideologies critical to political life in each of

the four countries. The second part of the course will place the current systems in historical perspective. We will examine each country's earlier response to the crucial problems of European political development: the parliamentary challenge to executive prerogative, the extension of the suffrage, the emergence of an industrial working class and the decline of the peasantry, the growth of the central state, the rise of political parties, and the evolving relations of Church and State. The final part of the course will consider in a comparative perspective, first, the ways in which contemporary political participants mobilize to promote or to thwart change, the determination of different definitions of desired change or stability, and the implications and impact of the strategies adopted, and secondly, the interaction between the state and the economy and its consequences for democratic politics. In this last part of the course, due attention will be given to non-historical explanations of current political patterns. Ms. Sa'adah

[PS 227 Soviet Politics]

[PS 326 Comparative Foreign Policy]

[PS 328 Comparative Communism]

PS 404 The Global Political Economy Fall

This seminar seeks to provide students with an understanding of the basic strategies and techniques of national development and their relationship to the global political economy. Students will examine specific country studies to determine their objectives for modernization, the ideologies and methods used to mobilize support and to suppress dissent, and the distribution of the costs and benefits of economic growth and social welfare. Mr. Rosenberg

PS 406 Seminar: Politics and Society in Contemporary France Spring

The first few weeks of this course will seek to provide the historical background requisite for an understanding of contemporary France; readings and discussions will focus on the social, political, cultural, and economic legacies of the Third Republic, the war years, and the Fourth Republic. We will then examine in some depth the social and political record of the Fifth Republic. Topics to be studied include: the impact and evolution of Gaullist political institutions; changes and continuities in the party system and in patterns of political cleavage and participation; the recasting of foreign policy and national identity in the aftermath of decolonization; the role of trade unions in political and social life; the political impact (or lack thereof?) of postwar economic change and social transformation; the changing social and political position of the Church and of Catholics; the fate of the "bureaucratic phenomenon"; the limits of state-sponsored reform; the role of voluntary associations, pressure groups, and marginal political parties; the problem of political control; the politics of information; the political response to the current economic crisis; perspectives on the future. (Permission.) Ms. Sa'adah

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall, Spring

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, and possible causes of international conflict. Mr. Leng

[PS 202 Contemporary International Relations]

PS 311 American Foreign Policy Fall

A critical examination of the elaboration, implementation, and impact of American foreign policy since World War II. We will seek to identify and account for changes and continuities apparent across the three major phases of postwar American foreign policy: the Cold War, the era of détente, and the post-Kissinger period. Topics to be considered include: the origins of the Cold War; the reconstruction of Europe; the policy of containment; alliance politics; the nuclear revolution, deterrence, and arms control; American participation in international organizations; relations with the Third World; intervention in Indochina; the democratic control of foreign policy and the problems it poses; America's role in the world economic system; the opening to the People's Republic of China; the invasion of economic issues; the frustrations of interdependence. We will assess the relative weight of such factors as domestic politics and political institutions, economic interests, the structure of the international system and the nature of the other players, the legacy of past history and the persistence of an American style of conduct in foreign policy, and bureaucratic politics in shaping the content and form of American foreign policy. The origins of the Cold War and the unfolding of the War in Indochina will receive particular attention: we will use what happened in each case as an opportunity to test the relative usefulness of various coherent models of foreign policy explanation. Ms. Sa'adah

PS 405 Seminar on the Causes of War Fall

A theoretical investigation of the causes of war, drawing on several disciplines, including ethnology, social psychology, economics, and history, as well as political science. Particular emphasis will be placed on comparative quantitative studies. Students are required to complete original research projects. (PS 201 or PS 311, and PS 200 or its equivalent.) Mr. Leng

[PS 408 Seminar on United States-Soviet Relations]

PS 412 Seminar on Diplomacy Spring

An overview of the development of modern diplomacy, problems faced by contemporary diplomatists, and some of the newer approaches employed by scholars in attempting to understand the dynamics of inter-nation bargaining. Each year a different aspect of diplomacy, e.g., peace settlements, crisis bargaining, is chosen to provide a focus for student research. (PS 201 or permission.) Mr. Leng

INDEPENDENT PROJECTS

PS 500 Advanced Projects

A program of independent work designed to meet the individual needs of advanced students. (Permission.) Staff

PS 700 Honors

(Permission.)

*Foundations Course

PSYCHOLOGY

Professors: A. Hunt Ewell, David Prouty (chairman) *Assistant Professors:* Bob Osborne, Marc Riess

For the student who majors in psychology, engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human participants or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the major in Psychology: PY 105, PY 201, PY 202, either PY 203 or PY 204, PY 301, either PY 207 or PY 208, three additional electives from the PY 200 or 300 level courses, two 400 level seminars and two courses chosen in light of the student's interest and with department consent from among the courses offered in biology, mathematics, physics, and/or chemistry.

Senior Program: All majors in psychology must complete two of the advanced seminar courses in psychology. These are: PY 411, PY 415 (or PY 421), PY 416 (or PY 417), PY 426. PY 703 may be substituted for one of these advanced courses.

Department Honors in Psychology: Students who seek to be graduated with departmental Honors in psychology should consult with some staff members during the junior year and begin actively planning their research during that time. They may be encouraged to take one or more 500 courses to forward their plans. Then during the spring term of the senior year they will enroll in PY 703 after meeting the special requirements specified in the course description.

Joint Major in Biology and Psychology: For students interested in this joint major the requirements are: BI 125, and five electives in biology. (Students are strongly advised to elect BI 250 as it is prerequisite for many advanced courses); PY 105, PY 201, PY 202, PY 207, PY 301, one PY 400 level course; three electives chosen with the adviser's approval from the courses in chemistry, mathematics, or physics.

Joint Major in Psychology and Sociology: Consult chairmen of the respective departments for details.

PY 105 Introduction to Psychological Thought Fall, Spring

This course is intended as a general introduc-

tion to the kinds of questions psychologists ask and their methods for seeking answers. We will examine several specific areas of research and theory: social/personality, cognitive processes, abnormal behavior, and brain-behavior relations. The intent is not to cover all of psychology but to convey a sense of the general field through an examination of specific topics. The course will be team taught. (Not open to juniors or seniors.) Staff

PY 201 Logic of Statistical Analysis Fall

This course emphasizes a conceptual approach to the problems of introductory statistical analysis. Topics include descriptive statistics through multivariate correlation, and techniques of inference through chi-square and simple analysis of variance. Some arithmetic is required but it seeks to elucidate principle rather than to process large batches of data. (Open to freshmen and sophomores with PY 105 or permission. Upperclassmen must have permission.) 3 hrs. lect., lab. Mr. Ewell

PY 202 The Research Report Spring

The major emphasis in this course is on the procedures of writing up and reporting the outcomes of psychological research. The procedures are discussed in the context of several problems in the psychophysics of visual brightness that the students themselves explore as part of their laboratory work in the course. (PY 201 or permission.) 3 hrs. lect., lab. Mr. Ewell

PY 203 Social Behavior Fall

This lecture-style course will provide a comprehensive introduction to the discipline of social psychology from a psychological perspective (i.e., a focus on the individual). Theory, research, and application concerning the following topics will be considered: impression formation, self-presentation, verbal and nonverbal communication, environmental psychology, affiliation, interpersonal attraction, helping behavior, aggression, group dynamics, attitudes, prejudice, and social influence. (PY 105.) Mr. Riess

PY 204 Personality Psychology Spring

This lecture course provides an in-depth overview of the field of personality psychology. Several classical theories of personality including: (1) Freud's Psychoanalytic Theory, (2) Jung's Analytical Theory, (3) Sullivan's Interpersonal Theory, and 4) Rogers' Humanistic Theory will be discussed. Then the conceptual analysis and measurement of individual difference variables such as intelligence, self-concept, manifest anxiety, need for achievement, fear of success, androgyny, and authoritarianism will be considered. (PY 105.) Mr. Riess

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. (PY 105 or permission.) 3 hrs. lect., lab. Mr. Osborne

PY 208 Memory and Conceptual Processes Fall

This course deals with some of the problems of human memory and thinking; how information is coded, how it is stored, how stored information is retrieved, and how stored information may be used in dealing with new situations. The course touches on contemporary models of memory processes, concept learning, thinking, and some aspects of language. (PY 105.) 3 hrs. lect., lab. Mr. Prouty

PY 225 Child Psychology Spring

The purpose is to describe the major stages of child development in our society and to examine the principles and implications derived from this description. The course will consider such topics as: the nature of the developmental process, perceptual-motor development, the growth of cognitive skills, language development, the emergence of personality, and the child in school. (PY 105.) (This course will receive Teacher Education credit.) Mr. Prouty

PY 301 Physiological Psychology Fall

The central focus is on the neurophysiological and neuroanatomical substrates of both human and animal behavior. In the laboratory the student will learn several of the surgical and anatomical techniques used to investigate central nervous system function. (PY 105 or permission.) 3 hrs. lect., lab. Mr. Osborne

[PY 305 Cognitive Development] Offered in Spring Term 1983-84

PY 306 The Exceptional Child Spring

Exceptional children are all those children we single out by a prefix or label. Whether the label is "retarded," "blind," "learning disabled," or any of the supply of terms psychologists, educators, and others have developed, it marks children as exceptions to some theoretical norm. This course will consider the problem inherent in defining and using categories of exceptionality. Attention will be given to communication and sensory handicaps, dysfunctions and disabilities with organic bases, subtle handicapping conditions such as specific language disability, and both extremes of intellectual ability. (PY 225.) Mr. Prouty

PY 314 Research in Social and Personality Psychology Spring

In this course the student will become familiar with the processes involved in the conceptualization, design, ethical analysis, performance, and interpretation of research in personality/social psychology. This will be accomplished through a) reading literature on the conduct of research, b) replication of a classic experiment in the discipline, and c) conducting an original experimental research project. Correlational as well as experimental methods employed in both laboratory and field settings will be considered. (PY 201 and either PY 203 or PY 204; or permission.)

Mr. Riess

PY 325 Abnormal Psychology Fall

This course explores first the standard nosology of mental illness and then looks at the problem of abnormal behavior with an interest in the light that the several natural and social sciences can throw on its etiology. (PY 204 and permission.) Mr. Ewell

PY 350 Directed Research in Psychology Fall, Spring

This course provides the opportunity for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read the background literature on the content area to be investigated and the experimental methodologies to be used. Then the procedures involved in conducting psychological research will be learned through first-hand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, the student will learn how to write technical articles in psychology by preparing a paper, in American Psychological Association Format, describing the project on which he or she worked. (Permission, 3 courses in psychology beyond the introductory level, and junior or senior status.)

Staff

PY 411 Contemporary Issues Fall

This course will consider some of the major historical figures and conceptual frameworks that have shaped the present psychological scene. We will examine the continuing influence of Freud and Skinner, the reemergence of mind, and the challenge of Carl Rogers and the "third force." We will examine contemporary approaches for traces of the past and the possibility of the emergence of new paradigms and directions. The attempt is to see psychology as both a science and as a human endeavor. (Senior psychology majors, or permission.) Mr. Prouty

[PY 415 Self-Presentation]
Offered in Fall Term 1983-84

[PY 416 Limbic System]
Offered in Spring Term 1983-84

PY 417 Physiological Basis of Learning and Memory Spring

This seminar course deals with attempts to uncover the underlying physiological changes that enable the individual to benefit from experience. Following an introduction to ethological and experimental approaches to learning, the strengths and weaknesses of various physiological approaches will be examined. Traditional lesions, biochemical and stimulation studies will be covered, but emphasis will be placed on plasticity in model systems and simple systems (PY 301 or permission.) Mr. Osborne

PY 421 Nonverbal Behavior and Communication Fall

This seminar course will provide a comprehensive coverage of the theories, research, controversies, and applications (e.g., to psychotherapy) in the field of nonverbal behavior. Each channel of nonverbal behavior will be considered. These include: (a) kinesics — e.g., body language, facial expressions; (b) proxemics — e.g., personal space, territoriality; (c) touching; (d) vocalics — e.g., pitch, loudness, accents; (e) physical appearance; (f) time; and (g) environmental objects — e.g., architecture and design. Then the functions of nonverbal behavior in human interaction, such as first impression creation, emotional displays, self-presentation, and deception, will be considered. (PY 201 or some other course in quantitative research methodology — e.g., SA 301, NS 106.) Mr. Riess

PY 426 Psychoanalysis Spring

This seminar course deals with the formulations of various psychoanalytic theorists from Freud and his students to the neo-Freudians to Sullivan with respect to personality and the precedures of therapy. (PY 325 or permission.)

Mr. Ewell

PY 500 Advanced Research Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.) Staff

PY 703 Honors Candidacy Spring

Students hoping to be considered as candidates for departmental Honors in Psychology must, under the sponsorship of a member of the department faculty, submit a formal, written research proposal to the department by November 10 of the senior year. If the proposal is approved by the department, the student will be considered a candidate for departmental Honors and will enroll in this program, as one course-equivalent, during the spring term of senior year. Decision about the award of departmental honors will be

taken after the student submits a thesis and defends it in an oral examination. (Permission.) Staff

RELIGION

Professors: Robert Ferm (chairman), Charles Scott *Associate Professor:* Steven Rockefeller *Assistant Professor:* Donald Lopez *Visiting Instructor:* Steven Kepnes

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with the chief methods in investigating and interpreting religious phenomena.

Major Program: A major in religion must satisfactorily complete ten courses including: RE 105, RE 110, RE 115, RE 204 or RE 220, RE 301 or RE 302, and three additional seminars. A cognate course may be included in the major but only with *specific* and *prior* permission. Each major will elect an area of concentration which may be a religious tradition, a theme, a field (such as Biblical studies, philosophy of religion), or an historical period.

Philosophy-Religion Joint Major: Students whose interest is the philosophy of religion or the religious aspect of philosophy may elect a joint major in philosophy and religion. For a detailed description of the major, consult either department chairman.

Departmental Honors: Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental Honors. During the fall semester of senior year an Honors candidate shall enroll in a RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (the thesis will count as two course credits). "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors" to those who receive an A−; "Highest Honors" to those who receive an A; in each case candidates must maintain a B average in their departmental course.

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

***RE 105 An Introduction to the English Bible** Spring

This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major stories from the Old and New Testaments, with the historical contexts, and with the critical methods by which these materials may be better understood. One emphasis will be the relation of the Bible to art, literature, and morals. Mr. Scott

***RE 110 Introduction to Western Religious Life and Thought** Spring

An introduction to religious life and thought among the ancient Hebrews, Greeks and Romans and the early Christians with readings in the writings of Aeschylus, Plato, the Old and New Testaments, the Stoics, the Epicureans, the Neo-Platonists and St. Augustine. Mr. Rockefeller

***RE 115 Introduction to Eastern Religious Life and Thought** Fall

An introduction to the central figures and key concepts on the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, and Taoism. The values which shaped the classical civilizations of India, Tibet, China, and Japan will be studied through the principal texts of each tradition. Mr. Lopez

RE 204 The Jewish, Christian and Islamic Traditions Spring

An introduction to the major western religious traditions. The course will focus on the historical development of their literature and institutional expression and on the effect of modern social and intellectual change on their structure and beliefs. Mr. Ferm, Mr. Kepnes, Mr. Lopez

RE 209 The Hindu Tradition Spring

The development of the Hindu tradition from the Indus Valley civilization (c. 2500 B.C.) to the struggle for independence from Britain led by Gandhi in the early decades of the 20th century. The course will concentrate on the texts and thinkers which define the multifarious religious phenomenon called Hinduism, paying special attention to the *Upanishads,* the *Bhagavadgita,* classical Hindu philosophy, and protestant movements within the tradition. Mr. Lopez

RE 210 The Buddhist Tradition: India and Tibet Fall

An introduction to the history of Buddhist thought and practice in India and Tibet. The

course is designed for both the student with no background in Indian religion as well as for the student interested in exploring the Buddhist tradition at a more advanced and specialized level. The course will deal with such basic topics as the life of the Buddha and the Four Noble Truths as well as the advanced topics of Madhyamika philosophy, Buddhist tantra, the nature of ignorance and wisdom, and the structure of the Hinayana and Mahayana paths.
Mr. Lopez

[RE 211 The Buddhist Tradition: China and Japan]

RE 215 Shinto: Japanese Indigenous Religious Beliefs Fall
The study of Japanese indigenous religious beliefs from pre-historic times to the late nineteenth century. The course emphasizes the question of the evolution and changes of a unique religious syncretism in socio-cultural contexts.
Mr. Miyaji

***RE 220 The Shaping of American Religious Life** Fall
A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late 19th and 20th centuries.
Mr. Ferm

RE 280 Studies in the Old Testament Fall
The intensive reading of portions of the Old Testament with emphasis on such themes as Creation, Alienation, Exile, and Redemption. In this context the critical methods of biblical scholarship will be demonstrated. Mr. Scott

[RE 281 Studies in the New Testament]

RE 301 Modern Views of God and Religious Life: the Nineteenth Century Fall
Comparative studies in the writings of selected 19th century Christian thinkers including Schleiermacher, Feuerbach, Kierkegaard, James, Emerson and Cardinal Newman, with a primary emphasis on interpretations of the idea of God, the nature of religious experience, and what it means to be a religious person and to lead a religious life. (Permission.) Mr. Kepnes

RE 302 Modern Views of God and Religious Life: the Twentieth Century Spring
This course aims to present the pluralism in contemporary Christian theology by reviewing major Protestant and Catholic positions and presenting challenges to these positions in feminist and third world theologies. Readings will be taken from Dewey, Niebuhr, Tillich, Küng, Tracy, Ruether and Gutierrez. (Permission.) Mr. Kepnes

[RE 303 Theories of Religion]

RE 304 Modern Jewish Thought Fall
A study of major trends in 19th and 20th Century Jewish thought from the waning of Jewish mysticism in late Hasidism through Jewish reform and existentialism to contemporary holocaust theology. Attention will be given to the way in which traditional Jewish themes of law and narrative, ethics and messianism are reinterpreted in the modern age. Readings will be taken from the works of Nahman of Bratslav, Hermann Cohen, Leo Baeck, Martin Buber, Franz Rosenzweig, Elie Wiesel, and Emil Fackenheim. (Permission.) Mr. Kepnes

[RE 305 Contemporary Social Ethics]

RE 306 The Puritan Tradition in America Fall
A study of the major figures and issues in Puritanism during the 17th and 18th centuries. The course will also deal with how these issues changed during the 19th and 20th centuries. (RE 220 or permission.) Mr. Ferm

RE 308 Seminar in American Religious History Spring
Topic for 1982–83: The relation of church and state in American history from the seventeenth century to the present, with particular attention given to recent constitutional issues and court decisions. (Permission.) Mr. Ferm

RE 310 Seminar in Biblical Theology Fall
Topic for 1982–83: The Theology of Karl Barth. The late Swiss theologian Karl Barth is regarded by many as the most important Christian thinker of the 20th century. Although his roots were nourished in the soil of 19th-century Protestant liberalism, Barth became during World War I and thereafter a radical critic of its assumptions and as such the founder of "neo-orthodoxy." The seminar, after a brief review of major emphasis in 19th-century theology, will focus on Barth's thought as represented in some of his shorter works. (Permission.) Mr. Scott

[RE 311 Buddhist Philosophy]

RE 312 Buddhist and Christian Enlightenment Fall

A comparative study of the nature and significance of mysticism with special emphasis on Zen Buddhism and Christianity and on the relation between mysticism and the ethical life; readings drawn from the writings of the mystics and from modern studies of mysticism by philosophers and psychologists. (Permission.) Mr. Rockefeller

RE 335 Psychology and Religion Spring

A study of the relation of psychology and religion, focusing on the writings of Freud, Jung, Fowler, Erikson, Ricouer, and Rieff. Particular attention will be given to the use of symbol and story in psychological theory and religious discourse. (Permission.) Mr. Kepnes

RE 340 Seminar in the History of Religion Spring

The topic for the seminar is death in eastern and western thought. The course will explore the phenomenon of death and its meaning in the religious and philosophical traditions of Asia and the West. The course will follow a chronological sequence, beginning with antiquity where the *Epic of Gilgamesh,* Plato, and Seneca will be read. From there, the confrontation with death in the great religions will be analyzed ending with contemporary articulations of the problem of death in the works of Feuerbach, Tolstoy, Freud, and Sartre. (Permission.) Mr. Lopez

RE 500 Independent Research Staff

RE 700 Senior Research for Honors Candidates Staff

[RE 702 Senior Seminar]

The following cognate courses may be credited toward the requirements for the religion major.

HI 328 The Reformation

PA 213 Philosophy of Religion

SA 380 Anthropology of Religion

*Foundations Course

RUSSIAN

Professor: Robert Baker *Associate Professor:* Thomas Beyer (chairman) *Assistant Professor:* Jane Miller *Instructors:* Georgette Demes, Franklin Sciacca *Lecturer:* Alexandra Baker

The following courses taught in English by the Department of Russian are open to majors in other departments: *RU 151, Russian Literature's Golden Age; *RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 351, Dostoevsky; RU 352, Tolstoy; RU 354, Chekhov; RU 356, Russian Literature of the 60's and 70's.

Formal admission to the major program is attained through satisfactory grades in RU 151, RU 152, RU 201 and RU 202 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Students of Beginner's Russian will take a continuation course during Winter Term.

Prospective majors are strongly urged to take an intensive Russian course during the Winter Term following RU 201.

Normally a *major program* will consist of the following courses following the qualifying courses listed above: RU 301, RU 302, RU 311, RU 321 and three other courses including RU 704, Senior Seminar. Although all students will be expected to take work in the areas of language, literature, and civilization and culture, the program of an individual student may place greater emphasis on any of these three areas and each student's program will be planned individually in consultation with the chairman. (Students returning from the Middlebury program in Moscow will be considered to have fulfilled all specific course requirements except for a seminar to be taken in their senior year.)

The *Senior program* will consist of a seminar taken during the senior year. Students with an over-all B average and a B+ average in Russian courses will be encouraged to prepare an Honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of Honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A− (High Honors); B+ (Honors).

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Stu-

dents planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: economics, geography, history, or political science. A joint or double major with one of these areas of study makes a particularly strong program.

Beginning with the fall semester of 1977 Middlebury has operated a semester-long program of intensive language study at the Pushkin Russian Language Institute in Moscow. Students anticipating applying for this program should begin planning their entire undergraduate program early. Interested students should consult with the chairman as early as possible concerning this program.

Students interested in the teacher certification program should consult with the chairman of the department and with the Director of Teacher Education at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginner's Russian Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sections) and intensive use of the language laboratory. Mr. Beyer and Staff

RU 102 Beginner's Russian Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Seven class meetings per week (two lectures, five drill sections) and intensive use of the language laboratory.

Mr. Beyer and Staff

RU 104 Russian for Reading Spring

Continuation of Beginner's Russian for those interested in Russian as a research tool. Decreased attention to active skills and increasing attention to reading, culminating in some reading in a student's field of specialization. (This course does not serve as a prerequisite for more advanced courses in Russian.) (RU 101 or equivalent.) Staff

***RU 151 Russian Literature's Golden Age (1830-1880) (Pistols, Poets, Prisoners and Prostitutes) (In English)** Fall

The purpose of this course is to acquaint students with the history and development of Russian Literature from Pushkin to Tolstoy and with the critical reaction to that literature. The basic methods of the course will be class discussion supplemented by a few brief lectures on the literary and cultural background of Russia. It is hoped that the course will provide the students with an ability to enter the magical world of manipulation utilized by the Russian authors to circumvent the powers of Russian censorship. A variety of topics will be discussed, including economics, sociological, philosophical and historical considerations, but always as they relate to the unique literariness of the texts. The end results should enable the student to achieve sophistication in literary techniques, as well as an awareness of the Russian experience. No knowledge of Russian is required.

Mr. Beyer, Ms. Demes

***RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880-Present) (In English)** Spring

The purpose of this course is to introduce students to the exciting new experiments of Russian authors who found themselves competing against and reacting to the masters of Russia's Golden Age. Classroom discussion supplemented by brief lectures will focus on outstanding works (largely unknown and untranslated until this decade) which are representative of the various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. The emphasis will be on excellent literature rather than on the traditional approach to the Soviet classics. No knowledge of Russian is required. Mr. Beyer, Ms. Demes

RU 201 Intermediate Russian Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 102 or equivalent.) Mrs. Baker, Ms. Miller

RU 202 Intermediate Russian Spring

Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Five class meetings per week and use of the language laboratory. Mrs. Baker, Ms. Miller

RU 301 Russian Conversation and Composition Fall

Systematic review of the fundamentals of Russian grammar combined with the development of

oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent.)
Mrs. Baker

RU 302 Russian Conversation and Composition Spring
Continuation of development of oral and written fluency and correctness. Mrs. Baker

RU 311 Masterpieces of Russian Literature Spring
Reading in the original of select works from Old Russian Literature and 19th century writers. Readings in both English and Russian on Russian culture and civilization. Classroom discussions, oral and written reports in Russian (RU 202 or equivalent.) Ms. Miller

RU 321 Soviet Man and His World Fall
Readings in both Russian and English on Soviet culture and civilization. Classroom discussions, oral and written reports in Russian. (RU 202 or equivalent.) Ms. Miller

RU 351 Dostoevsky (In English) Fall
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. No knowledge of Russian is required.
Ms. Miller

[RU 352 Tolstoy (In English)]

[RU 354 Chekhov (In English)]

RU 356 Russian Literature of the 60's and 70's Spring
Russian writers of the 60's and 70's have shown themselves to be part of a world which includes Joyce, Nabokov, and Eliot as well as the Russian classics — Pushkin, Tolstoy, Dostoevsky. This course will examine the "new" Russian literature of the last fifteen years — some of it published in the USSR, some of it available only in the West — by writers on both sides of the border. Works by Solzhenitsyn, Brodsky, Aksyonov, Trifonov, Iskander, Rasputin and others. No knowledge of Russian required.
Ms. Miller

[RU 401 Advanced Language Study]

[RU 402 Advanced Language Study]

[RU 411 Seminar: Pushkin]

RU 500 Advanced Studies in Language and Literature Fall, Spring
Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project Fall, Spring
Staff

RU 704 Senior Seminar Fall, Spring
Topic to be announced. (Senior majors.)
Staff

*Foundations Course

SOCIOLOGY/ ANTHROPOLOGY

Professors: David Andrews (chairman), Rudolf Haerle *Assistant Professors:* Kitty Calavita, James McGough, Margaret Nelson

The department of Sociology-Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for all Sociology-Anthropology majors: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 205, SA 301 *or* SA 302, and SA 700 *or* SA 710) which emphasize basic concepts, theory, and research methods. Beyond these specific courses, each student may choose 5 to 9 electives from the variety of substantive courses offered by the department.

Ideally, students should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare

themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

NOTE: Three introductory courses in sociology which are no longer taught (SA 102, SA 106, SA 107) may still serve as introductory prerequisites for advanced courses or credited toward the major for those who have taken them.

Joint majors: There is an established Sociology-Psychology joint major. Consult the respective department chairmen for details.

Senior Program: The senior program consists of *either* a one-semester senior essay (SA 700) *or* a two-semester senior thesis (SA 710). Normally the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental Honors. To achieve Honors, one must do superior work on both the senior thesis *and* course work in the department. Specifically, the level of Honors will depend upon (a) achieving a minimum of a B average in all sociology-anthropology courses and (b) the final thesis grade: B+ = Honors; A− = High Honors; and A or A+ = Highest Honors.

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio-cultural Anthropology Spring

Ecology and socio-cultural evolution. The broad spectrum of worldwide socio-cultural variation will be analyzed by focusing on the technologies used to exploit particular environments, the consequent influences upon social organization and belief systems, and the causes and courses of socio-cultural change. Case studies will be used to illustrate major categories of socio-cultural adaptation. Mr. McGough

***SA 105 Social Man and Social Order: Issues in Freedom and Constraint** Fall, Spring

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Is man free to behave as he wishes? In attempting to answer these questions, we shall explore the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx, Max Weber and Emile Durkheim. Their ideas will be applied to selected contemporary social problems. (This course serves as an introduction to sociology.)

Mr. Haerle

SA 190 The Evolution of Man and Prehistoric Cultures Fall

Within an ecological-evolutionary perspective, we will examine topics in physical anthropology including 1) the relevance of non-human primate studies for an understanding of man, 2) the emergence of the human line, 3) the origins of speech, and 4) physical variations among contemporary men. Archaeological topics include site discovery, dating procedures, archaeological inference and the transition from hunting and gathering bands to agricultural states. 2 hrs. lect., 1 hr. disc., 1 hr. film. Mr. Andrews

THEORY AND METHOD

SA 205 Topics in Social Thought — Stability and Change Fall

Sociologists and anthropologists show similarities as well as differences in their approaches, though their goals are basically the same: ultimately, the description and analysis of human society. We shall compare approaches to common problems in the two disciplines and we shall see how differing use is made of common concepts. The differences between the two disciplines will be examined, but throughout the emphasis will be on synthesis and integration. This year's topic will be change and stability within the frameworks of functionalism, Marxism, Social Darwinism and conflict theory.

Ms. Nelson, Mr. McGough

SA 301 The Research Process-Sociology Spring

Introduction to the basic tools of sociological research from problem formulation (including the relationship of concepts, hypotheses and theory) through strategies of design and a collection, to the analysis and presentation of results. Exposure to interviews, structured observation and participant-observation. Concentration on the survey approach, with the entire class conducting an actual sample survey. Submission of the senior thesis or senior essay proposal. Strongly recommended for juniors. (SA 105 or permission.) Mr. Haerle

SA 302 The Research Process-Anthropology Fall

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. (SA 103 or permission.) Mr. McGough, Mr. Andrews

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

SA 315 Sociology of Education Spring

An examination of education as both a social institution and social process. Topics include the relationship of education to socialization, the social psychology of learning, the relation of educational institutions to other social structures, the influence of culture on moral education, the bearing which factors such as family background, sex and ethnicity have on the quality and content of the schooling process, the relation of various methods and types of education to the surrounding environment and the actual and potential role of education as an agent for social change. The substantive focus on American society. (SA 105 or permission.) (This course will receive Teacher Education credit.) Ms. Nelson

[SA 316 The Sociology of Youth]

[SA 337 Political Sociology]

SA 345 Work, Leisure and Sport Spring

Major focus on work as a social and organizational phenomenon from two complementary points of view: 1) the sociology of occupations and professions, stressing careers, the process of professionalization and autonomy vs. bureaucratic structure, and 2) industrial sociology, with emphasis on alienation and the conflict of formal and informal structures. Implications of change in the meaning and organization of work for problems of leisure and sport. (SA 105 or permission.) Mr. Haerle

SA 370 Sociology of Inequality Fall

What are the causes and consequences of social inequality? How does the just society distinguish between inequality stemming from invidious ascription and that based on achievement? How are social institutions such as the political-economic system, religion, education, and the family related to such inequalities?

This course will consider these and other questions concentrating on inequality based on social class, race and ethnic identity, and sex. Functionalist and conflict theories of inequality will be contrasted. Ms. Calavita

SA 380 The Anthropology of Religion Fall

Social and cultural analyses of religion in human life. Religions in various societies will be considered, with a view to illuminating the nature of symbols, symbolic systems, the roles of religious specialists (shamans, priests, and prophets), and the place of religion in the society and culture at large. The emphasis in case studies will be on Asia. (SA 103 or permission.) Mr. McGough

[SA 385 Medical Sociology]

SA 387 Sociology of Law Spring

An examination of the social, economic, and political factors affecting law creation, interpretation, and enforcement. Dominant theories of legal development will be analyzed and critiqued, and possible alternative theories will be explored. Specific cases of law creation and its application will be traced in some detail in this search for more adequate explanations of the role of law in given historical contexts. Ms. Calavita

SA 390 The Sociology of Women Fall

The social history of American women from early colonial times to the present. A consideration of women's place in American society, how society looked at them, the restraints upon women's activities and development, the way these restraints were embodied in social norms and laws, and the changes following urbanization and industrialization. Particular groups of women (e.g., "mill girls," slave women) will be examined in light of general themes such as employment, education, the family and sexuality. Ms. Nelson

SA 391 Advanced Topics in the Sociology of Women Spring

This course will begin with an in-depth examination of feminist theories both old (e.g., Gilman, Wollstonecraft, Fuller) and new (e.g., de Beauvoir, Mitchell, Rowbotham). We will then try to apply these ideas to selected topics in the role of women in contemporary American society: women and law, employment, education and the family. (The final selection of topics is open to negotiation.) This course assumes a familiarity with the history of women in the United States. (SA 390.) Ms. Nelson

AREA STUDIES

[SA 321 Native Peoples of North America]

SA 322 Native Peoples of South America Spring

An examination of the aboriginal peoples of South America, the Caribbean Islands and Central America to the Maya frontier. Major emphasis will be on the these peoples at the time of first contact. Special concern will be the methodological and theoretical implications of the data. (SA 103 or permission.) Mr. Andrews

[SA 326 Latin American Culture and Society]

SA 330 Perspectives of American Society and Culture Spring

This course will present an overview of the society and culture of the United States by examining the four bases for major sub-societies/cultures, i.e., ethnic groups, social class, rural-urban residence and regionalism. An additional element of this perspective will be to examine similarities and differences in values and social institutions across these sub-cultural societies. 3 hrs. lect., 1 hr. film. Mr. Andrews

SA 335 Chinese Society and Culture Spring

This course will be a survey of the principal institutions and ideas which form the background to late imperial and modern Chinese history. It will deal primarily with Chinese families, local communities and social classes, emphasizing the interaction of social, economic and political factors through and after the revolution. Attention also will be paid to the major types of interpretations of Chinese society current in the West and in China. Mr. McGough

SOCIAL PROCESS AND SOCIAL PROBLEMS

SA 343 American Community Studies Fall

An examination of the American experience since 1920, as viewed through the participants in various types of communities. Dominant cultural values (and their changes) will be studied in relation to emergent and changing community organization. Within the framework of the folk-urban continuum, consideration of various theories of community formation and development. The influence of industrialization, social class, and ethnicity will be explored in the context of the small town, the urban neighborhood, suburbia, the communal setting and in fiction. Assessment of methodological approaches and problems. Mr. Haerle

SA 344 Urban Sociology Fall

An examination of urban development and its effects, historically and cross-culturally. What factors make the concentration of populations in cities possible in the first place? What are the consequences of urbanization, in terms of both broad social processes and individual characteristics? What is the relationship between urbanization and industrialization? How are cities in advanced industrial societies different from those in third world countries? How is power distributed in American urban communities? What are the origins, symptoms, and proposed solutions to the American "urban crisis?" Emphasis will be placed on the interrelationships among technology, social and economic structures, and urban form. Ms. Calavita

[SA 351 Psychological Anthropology]

SA 352 Social Psychology Spring

A consideration of the interrelationships between the individual and society. In particular, the course will examine the specific mechanisms that bind the individual to society; the societal factors which influence the formation of character or personality; and the implications social character has for social change and/or stability. Ms. Calavita

SA 354 Ethnic Groups in the United States Fall

This course will focus on the various ethnic groups that are found in the United States. Particular attention will be paid to (1) the relationship between ethnicity and personal identity, (2) the relationship between the various ethnic groups and the larger American society and culture, and (3) the implication of ethnic studies for theories of acculturation and culture change. Some of the major ethnic groups considered are Blacks, Japanese, Jews, Hispanics and Indians. 3 hrs. lect./disc., 1 hr. film. (SA 103 or SA 105 or permission.) Mr. Andrews

[SA 360 Bureaucracy and Authority]

SA 388 Deviance Fall

This course will examine and critique the various theories regarding psychological, biological and/or social causes of deviant and criminal behavior. Specific forms of "deviance" to be examined from these theoretical perspectives include: deviant subcultures, juvenile delinquency, mental illness, white-collar crime, corporate crime, wife-beating, and rape. To be considered also are the social, economic and political determinants of law creation and enforcement. Emphasis will be placed on the ways deviance theories are tied to more general theories of society. Ms. Calavita

[SA 495/496 Seminar in Sociology-Anthropology]

SA 500 Advanced Individual Study Fall, Spring

Open to qualified students, by permission.

Staff

SENIOR PROGRAM

SA 700 Senior Essay Fall

Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30-45 pages, due at the end of the fall term. Staff

SA 710 Senior Thesis Fall, Winter

Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70-80 pages. Superior performance will be considered for Honors (see information on "Departmental Honors.") Due at the end of the Winter Term. Staff

*Foundations Course

SPANISH/ITALIAN

Associate Professor: Roberto Véguez *Assistant Professors:* Alicia Andreu, René Prieto (on leave), Ugo Skubikowski, David George (chairman) *Instructors:* Mark McCaffrey, Patricia Zupan

SPANISH

In its program of studies in Spanish the department is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the department's offerings are the Middlebury Program for juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses from the intermediate level. Non-majors are encouraged to take advantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. Majors are encouraged to supplement their programs by selecting, in consultation with the department, courses from related areas outside their major.

Major Program: The major consists of a minimum of eleven courses, including the following three required courses: 1) SI 300; 2) SI 301 or SI 303; and 3) SI 700 or its equivalent. No more than two courses at the 100 or 200 level may be counted towards the major.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings, with no more than two at the 100 or 200 level. Other requisites include SI 300 and at least one of the following courses: SI 301, SI 303, plus the senior research seminar, SI 700. A project which combines the two fields of study in the joint major and which is agreed upon by the chairmen of both departments can be substituted for SI 700.

Programs Abroad for Juniors: In the case of majors, it is the department's expectation that they will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the Teacher Education Program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken SI 300 and SI 301 or SI 303 or its equivalent. The deadlines for applications are November 15 for the following spring semester and April 15 for the following fall semester or year.

Honors: Upon completing SI 700 or its equivalent (normally to be taken in the fall semester of the student's final year), the student may be nominated as an Honors candidate and invited to present a Senior Honors Thesis (SI 705). The department will award Honors, High Honors, Highest Honors on the basis of the student's special project completed in SI 705 and his or her previous work in the department.

A Spanish major will be expected to have a thorough command of the language, to be

conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad.

SI 101 Intensive Beginning Spanish Fall

Designed to meet the needs of beginners who want to master, within a very short time, the basic structures and vocabulary of the language. Its basic commitment is to an ordered presentation of all four of the basic language skills: understanding the spoken word, speaking, reading and writing. The unifying factor, however, will be the spoken language, which students will be expected to use exclusively during the course hours. Two approaches to the learning of language skills will be used: one stressing the underlying grammatical patterns of language, and the other, language in its situational context. Students wishing to take SI 102 in the spring, will normally take a no-credit continuation course during Winter Term which will meet for at least 4 hours a week. Mr. Véguez

SI 102 Continuing Spanish Spring

For students who have successfully completed SI 101 and the Winter Term, the course emphasizes the control of basic language skills which are then used in reading and discussing short works by modern Spanish and Spanish American authors. Mr. Véguez

SI 201 Intermediate Spanish Fall, Spring

A course designed to consolidate the skills attained in SI 101-102 or its equivalent. Readings, discussions and compositions.

Ms. Andreu, Mr. McCaffrey

SI 219 Self-Expression in Spanish Fall, Spring

A middle course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level.

Mr. George

[SI 220 Spanish Conversation]

***SI 231 Captains, Kings and Caudillos** Fall

Heroes and strong men in Hispanic letters have contributed to the sense of identity and community that pervades Spanish-speaking countries and their literary culture. This course will begin with an examination of the geographic, political, historical and anthropological background of *caudillismo* from the time of Cid to the revolutions of present-day Latin Americas; attention will then turn to its literary manifestations. Readings will include theoretical works on the nature of *caudillismo* and literary works dealing with both Spain and Spanish America, by Machiavelli, Manrique, Lope de Vega, Díaz del Castillo, Sarmiento, Asturias and Paredes. Mr. McCaffrey

SI 300 An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. Open to qualified freshmen and upperclassmen. (Followed by SI 301.) Ms. Andreu, Mr. McCaffrey

(SI 300, its equivalent, or permission of the instuctor is a prerequisite for all other 300 level courses.)

SI 301 The Hispanic Tradition in Literature Fall

An introduction to the masterworks of Spanish literature from the 18th century to the present. Selections from different genres will be examined for their value as literature and as a reflection of Spanish society in their time.

Mr. Véguez

SI 303 The Hispanic Tradition in Literature: Spanish American Letters from the Nineteenth Century to the Present Spring

The development of Spanish American letters from the 19th century movements of independence from Spain to the avant-garde literature of the present. The works of Sarmiento, Martí, Darío, Vallejo, Fuentes Vargas Llosa, Neruda Asturias and others will be studied with particular consideration given to their search for a Spanish American identity. Mr. McCaffrey

[SI 315 El Arte de la Traduccion: Problemas y Soluciones]

[SI 320 Introduction to Spanish Culture and Civilization]

SI 325 Introduction to Brazil Spring

An examination of modern Brazil in the light of historical influences and sociological, cultural and regional differences. Readings will be in Portuguese and will include newspaper and maga-

zine articles, novels and short stories. Given in Portuguese. Mr. George

SI 402 Cervantes y el Don Quijote Spring

A detailed discussion and analysis of the *Quijote* with additional readings from major literary and cultural sources. Some critical interpretations of the work from the 17th century to the present will also be considered. Mr. Véguez

[SI 407 La Novela Española de Pos-guerra]

[SI 415 La Comedia Española del Siglo de Oro]

[SI 419 The Contemporary Spanish American Novel]

[SI 420 Violencia y Pasion]

SI 435 Taller de Teatro Fall

A theme or an author from the dramatic literature in Spanish will be selected in advance. The class will then analyze all aspects of the topic under study, always keeping in mind its goal: the presentation on stage of the work selected by all. (Permission of the instructor.) Mr. George

[SI 440 Seminar: Women in Hispanic Literature]

SI 445 The Spanish Novel from Valera to Delibes

Major novels of the 19th and early 20th centuries, studied in themselves and in dialogue with one another. By using the concepts of texts in conversation with each other, we will trace the dialogic relationship between a variety of literary texts and the influence that each text exerts on other texts as each text tries to dominate the act of conversation.

We will read Valera, Galdós, Valle Inclán, Cela, Laforet, Ferlosio and Delibes.

Ms. Andreu

SI 500 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SI 700 Senior Research Seminar Fall

For senior majors. Advanced readings in Hispanic literature and culture. Through the study of key texts, the course will seek to provide a framework for the student's previous experience and course work in Spanish. The topic in fall, 1982 will be: *La narrativa de la conquista de América y sus proyecciones contemporáneas.*

An SI 700 equivalent alternative may be done, with departmental permission, in the following way. The student will present a written research report of at least thirty pages on a topic related to an advanced course currently offered by the department. Ms. Andreu

SI 705 Senior Honors Thesis Spring

For departmental Honors candidates. Prerequisite: SI 700 or its equivalent and nomination by the department. Nominations will be based on the student's overall record, a minimum B+ average, a thesis prospectus with bibliography (due no later than October 15), and tentative approval of an adviser. The department will announce nomination decisions before the Thanksgiving recess. At the end of the semester, each student will give a public presentation on the subject to which his or her paper is directed. Not required for the major. Staff

ITALIAN

The Italian program offers a variety of courses in language, literature, culture, and civilization. These courses are specifically designed to meet the needs of Italian majors, other foreign language majors and students from related fields such as art, literature, music and sociology, who are working toward a double or joint major.

The aim of the program is to develop in its students not only a working command of the language but involvement in the rich Italian contribution to literature, art, music and philosophy throughout the ages. The department recognizes that some students may wish to use Italian to pursue studies in a historical, sociological and/or political context. By also offering courses in translation, the department hopes to recognize the needs and interests not only of the Italian speaking students but of the College community at large. Italian majors may count courses in translation towards the major by participating in a weekly discussion group in Italian.

The Major: A total of not fewer than eleven courses beyond SI 151 and SI 152 is required including two courses chosen from SI 352, SI 353, SI 459 or the equivalent, and also SI 750. The department requires that all majors participate in the Middlebury Italian School during the sophomore-junior summer and the Junior Year Program in Florence. The year in Florence is divided into two parts. The fall term is specifically prepared for Middlebury students with courses in literature, civilization, language and culture taught by Italian University

professors. During the Italian academic year (which begins in November) four courses are required. At least two courses are selected by the student from the various departments at the University of Florence thus enabling double and joint majors to satisfy requirements in disciplines other than language and literature. The remaining courses, designed for Middlebury students and taught by Italian University professors, focus on stylistics, literature and civilization. Requirements for Junior Year Abroad: successful completion of SI 252 and the Middlebury Italian School sophomore-junior summer.

Joint Majors: The Italian component of a joint major will consist of at least seven courses from departmental offerings, with no more than two at the 100 or 200 level, plus the Senior Seminar, SI 750. A project which combines the two fields of study in the joint major and which is agreed upon by the chairmen of both departments can be substituted for SI 750.

SI 151 Intensive Beginning Italian Fall

Designed to introduce the student to the Italian language and to provide a foundation in both spoken and written Italian. The approach to the language permits comprehensive coverage of the basic structures and vocabulary of contemporary Italian. Printed student materials introduce the written word and drill structures through exercises, dictations, and reading texts. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context.

Mr. Skubikowski

SI 152 Intensive Beginning Italian Spring

For students who have successfully completed SI 151 in the fall term, this course provides increased control and proficiency in the language through audiovisual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (SI 151 or equivalent.) Mr. Skubikowski

SI 251 Intermediate Italian Fall

A thorough review of the structure and vocabulary of Italian. Conversation, compositions and oral reports will be based on readings selected from contemporary Italian prose to increase fluency and naturalness as well as prepare the groundwork for a more sophisticated use of the language. (SI 152 or equivalent.)

Mr. Skubikowski

SI 252 Advanced Italian Spring

Readings in modern and contemporary literature and related fields, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include a text integrating the writing of major literary figures with a review of grammar and selected works on contemporary writers chosen to introduce the genres, themes and terms of literature. (SI 251 or equivalent.) Staff

***SI 290 Dante (in English)** Fall

An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy.* Close readings of the texts will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will be also discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature. Staff

[SI 292 From Medieval to Humanistic Thought in Italian Literature (in English)]

(Prerequisite for all 300 level courses and higher is SI 252 or the equivalent.)

SI 350 Contemporary Italian Culture and Civilization Spring

This course will examine the impact on Italy of new issues such as feminism, and of unresolved problems such as that of the underdeveloped South, from 1968 to the present. Readings will come from leading Italian daily newspapers and newsmagazines as well as from books dealing with individual problems. Completion of one research project is required. Mr. Skubikowski

SI 352 Literature of the Renaissance Fall

Selected texts from the major writers of the Quattro and Cinquecento, supplemented with readings that give a historical and cultural perspective on the times. The course will concentrate first on humanistic prose writings (Alberti, Pico della Mirandola, Machiavelli, Castiglioni), then examine the lyric and epic poetry of Poliziano, Lorenzo il Magnifico, Ariosto and Tasso. 3 hours per week. Staff

[SI 353 Romantic and Early Modern Italian Literature]

[SI 375 Italian Cinema: From Fiction to Film]

SI 459 Modern Italian Fiction: The Role of the Individual in Italian Novels of the Twentieth Century Fall

An analysis of the role of the individual as it is viewed by four major Italian writers of this century: Pirandello, Svevo, Vittorini and Pavese, through a close reading and a detailed discussion of some of their novels. Four novels will be read in their entirety, together with selections from other works. The course will be conducted mainly through class discussions, but each author will be introduced by one or two formal lectures. Staff

SI 490 Dante: *La Vita Nuova* and *Inferno* Spring

Dante's youthful work, *La Vita Nuova,* will be seen in its relation to his masterpiece; discussions and readings will seek to place Dante in the context of medieval attitudes toward love. Close reading of the *Inferno* is intended to familiarize the student with the nuances of Dante's style, as well as to facilitate textual understanding of the first *cantica.* Mr. Skubikowski

SI 550 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SI 750 Senior Seminar Fall

The Senior Seminar is intended for seniors with a major or concentration in Italian. There will be advanced readings integrating primary texts with criticism. Other students must receive permission of the instructor to enroll. During the academic year, one course may be designated by the department as carrying Senior Seminar credit: SI 490 is designated as Senior Seminar for 1982–83. Those enrolled for Senior Seminar credit will be required to do presentations in class and complete one research project.

Mr. Skubikowski

*Foundations Course

See also Division of Foreign Languages.

TEACHER EDUCATION

Associate Professor: Richard Dollase (chairman) *Lecturers:* Joanna Hall, Dori Rockefeller, Betsy Thurber

While the Teacher Education Program is not a major, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below are certified to teach in the State of Vermont, whose certificate is recognized by the following states:

Alabama	New Jersey
California	New York
Connecticut	North Carolina
Delaware	Ohio
Florida	Oklahoma
Hawaii	Pennsylvania
Idaho	Rhode Island
Indiana	South Dakota
Kentucky	Utah
Maine	Virginia
Maryland	Washington
Massachusetts	West Virginia
Michigan	District of Columbia
Nebraska	Overseas Dependent
New Hampshire	Schools

The initial professional certificate, granted by the State of Vermont to graduates who have successfully completed the Teacher Education Program, is probationary in nature. At the end of the first year, if the holder is teaching in Vermont or is a legal resident of Vermont, he or she may renew the certificate through the State Department of Education. The certificate will not be renewed by Vermont except in these cases. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the fall of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 course units) to their student teaching and their study of teaching methods.

Requirements for elementary certification (K-6):

1) One term of college science or advanced placement in science.
2) A one-term course in the foundations of education. (See description below.)
3) A one-term course on the methods and materials of teaching reading, language arts and the social studies at the elemen-

tary school level. (TE 205.)
4) A one-term course on the methods and materials of teaching mathematics and science at the elementary school level. (TE 210.)
5) A seminar/workshop or a course on the methods and materials of teaching art and music at the elementary level. (Requirement may be fulfilled by a Winter Term course, a summer school course or by workshops and independent project work in TE 404.)
6) The professional semester:
TE 404 Curriculum Development in Elementary Education. (Attention will also be given to methods and materials of physical education and health instruction.)
TE 405-406-407 Student Teaching in the Elementary School.

Requirements for secondary certification (7-12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools is necessary for teacher certification. Middlebury College presently recommends students for secondary-level certification in the following areas: Art, English, French, German, Russian, Spanish, Mathematics, Biology, Chemistry, Physics, Earth Science, Social Studies, History and Government. Students who intend to major in disciplines other than the above and who are interested in secondary certification should consult with the Director of Teacher Education as early as possible in their college careers.

2) A one-term course in the foundations of education. (See description below.)
3) A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects. (TE 220.)
4) The professional semester:
TE 414 Problems and Methods of Secondary Education.
TE 415-416-417 Student Teaching in the Secondary School.

The Foundations of Education Course Requirement can be fulfilled by any of the following courses:

TE 200: Foundations of Education
TE 201: Critical Issues in American Education
PY 225: Child Psychology (See Psychology)
PA 210: Philosophy of Education (See Philosophy)
SA 315: Sociology of Education (See Sociology/Anthropology)

TE 200 Foundations of Education Spring

A view of the history of education based upon an exploration of the ideas, institutions, personalities, and events which have influenced the development of education in the United States. Emphasis will be placed on the historical basis of contemporary problems and issues in our schools today. Ms. Rockefeller

TE 201 Critical Issues in American Education Fall

A study of persistent problems and ethical issues in educational practice. Case materials and readings will focus on such issues as moral education, alternative schooling, minimum competency testing, school discipline, censorship, desegregation, children and television, and the rights of teachers, students and the handicapped. Mr. Dollase

TE 205 Methods of Teaching Language Arts in the Elementary School Spring

An introduction to curriculum theory and design in language arts and social studies. Attention will be given to the distinctive genres of children's literature. In addition to the three hours of weekly class, students are expected to spend two to three hours per week observing in elementary school programs in the Middlebury area. Ms. Hall

TE 210 Methods of Teaching Mathematics and Science in the Elementary School Fall

An examination of the current trends in the content, methods and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students are expected to spend two to three hours per week observing in pre-school through elementary school programs in the Middlebury area. Ms. Hall

TE 220 Teaching Reading and Study Skills in Secondary School Subjects Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours

per week observing and tutoring in secondary schools in the Middlebury area.
Mr. Dollase, Ms. Thurber

TE 404 Curriculum Development in Elementary Schools Fall, Spring

This course is a corollary to the student teaching experience and is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health and physical education will also be considered. (Corequisite: TE 405-406-407.)
Ms. Hall

TE 405-406-407 Student Teaching in Elementary Education Fall, Spring

A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 404.) Staff

TE 414 Problems and Methods in Secondary Education Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415-416-417.)
Mr. Dollase, Ms. Thurber

TE 415-416-417 Student Teaching in the Secondary School Fall, Spring

A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414.) Staff

Field Experience in Teacher Education: The Teacher Assistant Program. Winter Term Only.

This is an elective course designed to provide practical, in-school experience for students who are interested in exploring the possibility of a career in education. Students will be assigned to work as Teacher Assistants on the elementary or secondary level, usually within the local schools, although arrangements can be made to work in other locales.

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the Teacher Education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15th of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15th of the previous semester. In order to be assured of a positive recommendation for certification, students must complete the student teaching experience (TE 405, 406, 407, or TE 415, 416, 417) with a grade of at least B−.

Prerequisites to the professional semester are as follows:

1. For elementary certification, successful completion of TE 200 (or an equivalent course in the foundations of education), TE 205, TE 210, and a one-semester course in science.
2. For secondary certification, successful completion of TE 200 (or an equivalent course in the foundations of education) and TE 220.
3. For all certification fields, the Teacher Assistant Program (Winter Term) is recommended, but not required.

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education
- TE 404 Curriculum Development in Elementary Schools
- TE 405-406-407 Student Teaching in Elementary Education

Secondary Education
- TE 414 Problems and Methods in Secondary Education
- TE 415-416-417 Student Teaching in the Secondary School

THEATRE, DANCE, AND FILM

Professors: Ted Perry, Chandler Potter *Associate Professors:* Douglas Sprigg, Arthur Sainer *Assistant Professor:* Tarin Chaplin

MAJOR PROGRAM

A major in the Department of Theatre, Dance, and Film will choose one of four possible areas of emphasis: 1. Acting/Directing 2. Design/Production 3. Dance 4. Film Studies. All majors will elect the following core courses.

***TH 116 The Creative Process**

TH 102 Acting I, or TH 214 Directing I (in consultation with advisor)

TH 213 Stages and Lighting Design, or TH 221 Scene Design, or TH 218 Introduction to Playwriting (in consultation with advisor)

TH 500 Junior Independent Project

TH 700 Senior Independent Project

In addition to this core program, students will elect the designated courses in one area of emphasis.

ACTING/DIRECTING EMPHASIS

TH 102 Acting I, or TH 214 Directing I

TH 202 Acting II

TH 240 Movement Intentionality

EL 111 European Drama: Renaissance to Modern (or one other term of dramatic literature)

EL 321 Shakespeare

TH 306 Twentieth Century Experiments

TH 326 Modern Drama

Two Production Studios: TH 210/220

DESIGN/PRODUCTION

TH 213 Stages and Lighting Design, or TH 221 Scene Design

AR 101 Introduction to Art

AR 209 and 210 Studio Art I and II

EL 321 Shakespeare

TH 306 Twentieth Century Experiments

TH 326 Modern Drama

Two Production Studios: TH 219/229

DANCE

TH 216 Anatomy and Kinesiology

TH 240 Movement Intentionality

TH 335 Dance History

MU 109 Rudiments of Musical Language

PA 233 Aesthetics

AR 101 Art History

Three semesters of technique above the 200 level: TH 260/61, TH 360/61, TH 370/71.

FILM STUDIES

***TH 117 Film Form and Film Sense**

TH 217 Independent and Personal Cinema, or 317 Film and Modernism in the Arts

TH 207 Non-Fiction Film

TH 227 Cinema after WW II, or TH 237 American Film Genres

TH 327 Films of M. Antonioni, or one course on another film director

EL 401 Literary Criticism, or PA 223 Aesthetics

AL 420 American Culture 1941–1961

HI 316 History of Modern Europe

AR 101 Art History

DEPARTMENTAL COURSES

THEATRE COURSES

TH 102 Acting I Fall, Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (Freshmen and sophomores only, or permission.)

Mr. Sprigg, Mr. Bent

[TH 106 Introduction to Drama Studies]

***TH 116 The Creative Process: Theatre, Dance, Film** Fall, Spring

A working examination of the process by which ideas are created and given shape in

theatre, dance, and film. The individual creative experience is explored in terms of working methods and perceptual forms. Lectures, discussions, presentations and readings. Required of all majors in the Department of Theatre, Dance, and Film. Mr. Perry

TH 202 Acting II Spring

Designed for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive application to different kinds of dramatic texts. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission.) Mr. Sprigg

TH 213 Stages and Lighting Design Fall

This course starts with an examination of the theories underlying the shapes, features and major items of equipment of typical stages. For most of the term, the focus is on stage lighting theory and design practice, leading to the planning and preparation of the light plot for various stage forms. Mr. Potter

TH 214 Directing I Fall

As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct a scene to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission.) Mr. Sprigg

TH 218 Introduction to Playwriting Fall, Spring

A workshop in the playwright's relationship to what happens in a theatrical space, how language and movement are the tips of the iceberg. Students will work on a number of short exercises and on two drafts of a short play. Class response to each piece of writing will be a major part of the communal work of the course. (Permission; this course satisfies the freshman writing requirement.) Mr. Sainer

TH 221 Scene Design Spring

Methods of developing scenic schemes, from the idea through the sketch or model, are examined in relation to the play, the theatre type and the director's concept. Emphasis is on the elements of design, the use of materials for their intrinsic qualities, the organization of space, and style. Exercises and critical discussions lead to a series of projects for specific plays. Experience in drawing not necessary. (TH 116 or TH 306, or permission.) Mr. Potter

[TH 224 Directing II]

TH 226 American Drama Fall

The course will explore certain writers and movements in the United States, beginning with Henry James, our most prominent "failure" in theatre. Then: the Yiddish Theatre; O'Neill and the Provincetown Players; The expressionists: Sophie Treadwell, Elmer Rice; The Federal Theatre, including Orson Welles; Odets and the Group Theatre; Pre-World War II writers like Saroyan; post-war writers like Williams, Miller, Lorraine Hansberry, George Tabori and Edward Albee; The beginnings of Off-Off Broadway: The Caffe Cino, La Mama, Theatre Genesis, and writers like Sam Shepard and Irene Fornes. Mr. Sainer

TH 306 Twentieth Century Experiments Spring

An exploration of radical theatre movements, their social and political implications, and some of the major theoreticians and practitioners beginning with the shift from Stanislavskian realism. Subjects include Meyerhold and the Soviet theatre, the Bauhaus, Appia, Artaud, Brecht, Living Theatre, Open Theatre, Grotowski, Bread and Puppets, San Francisco Mime Troupe, Performance Group, Firehouse Theatre, Peter Brook, Richard Foreman, Mabou Mines. Mr. Sainer

TH 326 Modern Drama Spring

A study of representative playwrights, from Ibsen and Chekhov to Beckett and Pinter, whose radical experiments with the form and substance of dramatic and theatrical communication have shaped the drama and theatre as it exists today. Attention will be given to the historical/cultural context of the plays to determine what constitutes "modernism" in the theatre, but the major emphasis will be upon a close study of the dramaturgical techniques employed by each playwright and how these techniques are designed to communicate to an audience in the theatre. Mr. Sprigg

TH 400 The Playwright in Production Fall

Goals: to develop new plays by students who already have some background in playwriting, and to mount several productions from plays that are far enough advanced at the very beginning of the semester. Plays will be produced in the fall with student directors. Instructor will function as dramaturg and counselor to the playwright during rehearsals. (Permission.) Mr. Sainer

TH 500 Intermediate Independent Project Fall, Spring

Majors in their junior year should develop

projects and submit proposal forms to project adviser at least two weeks prior to registration. Proposals will conform to *Handbook* "500" Course regulations and the department's *Guidelines for Student Participation.* Staff

TH 700 Senior Project Fall, Spring

Senior majors should develop projects and submit proposals in the spring of their junior year, at least three weeks prior to registration. Normally, these projects will combine practical production work with written research and serve as a culmination of the student's four years of study. Credit will be received for only a single term's work unless the project is of such scope as to justify the granting of additional credit during Winter Term. Production projects must be developed as outlined in the department's *Guidelines for Student Participation.* Staff

PRODUCTION STUDIOS

TH 210 Production Studio: Acting/Directing Fall

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Normally auditions for the fall play are held during the first weeks of fall term; auditions for the winter play are held during the last weeks of fall term; and auditions for the spring play are held during the first weeks of Winter Term. Candidates for stage manager and assistant director should apply to the director of the production. (Permission required.) Mr. Sprigg

TH 219 Production Studio: Design/Production Fall

An overview of the production process, from planning to strike. Beginning students pursue their interests in two or more areas; more experienced students concentrate their efforts in one or two areas with more responsibility. May be re-elected for credit after one of these prerequisites is met: either, one design course (TH 213, 221, or 325) or, two extracurricular crews of record. (Permission required. Normally limited to freshmen, sophomores, and juniors.) Mr. Potter

TH 220 Production Studio: Acting/Directing Spring
Mr. Sainer

TH 229 Production Studio: Design/Production Spring
Mr. Potter

DANCE COURSES

TH 160 Introductory Dance Fall, Spring

An introduction to dance on the beginning level of modern technique, improvisation and composition. Technique stresses alignment, flexibility, strength, coordination and movement vocabulary of the modern idiom. Improvisation is used to explore and learn concepts of space, time, energy and choreography from which beginning composition studies emerge. Basic conceptual aspects of the discipline are also stressed via selected readings, films. (One six-week session of Basic Dance for Physical Education or permission.) Staff

TH 161 Introductory Dance Fall, Spring

Continuation of TH 160. (TH 160 or permission.) Ms. Chaplin

TH 216 Anatomy and Kinesiology Fall

The study of skeletal structure, joint and muscle function, and the analysis of body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, misalignment, effort, energy consumption and chronic tension. The course will emphasize the movement potential of man in his vertical position, aligned to gravity, through laboratory sessions and assigned readings. Staff

TH 240 Movement Intentionality for the Stage Fall, Spring

An investigation of the correlation of movement to character, personality, behavior, emotion, and psychological states. Theoretical and practical understanding of how people move, why they move as they do, and what movement says (non-verbally and subconsciously) will be achieved through readings, exercises, discussions, studio work and special projects, including (but not limited to) basic concepts of Effort/Shape (Rudolf von Laban's system of movement analysis.) The material will be specifically geared for application onstage by actors and directors, dancers and choreographers. (One semester of theatre or dance, or permission.) Ms. Chaplin

TH 260 Intermediate Dance Fall, Spring

Concentrated intermediate level work in modern dance technique and choreography with exposure to such notable techniques as Graham, Humphrey-Limón, Cunningham, Nikolais. Improvisation is used as a seeding ground for the development of choreography with attention given to form (organic form, climax, theme and variation, motif and development, chance, etc.) and more sophisticated aspects of space, time, energy. Creation and performance of original work is stressed. Films and live viewing serve to extend the daily rigor of the studio experience. A brief but crucial academic component deals with aesthetics — questions and values of paramount importance to the dancer/choreographer as artist. (TH 160 and 161 or permission.) Staff

TH 261 Intermediate Dance Fall, Spring

Continuation of TH 260. (TH 260 or permission.) Staff

TH 270 Intermediate Ballet Spring

The classical tradition of ballet is pursued through a combination of studio and academic work. Technique/studio work is at an intermediate level of classical ballet terminology and movement vocabulary. Once a week discussion session is devoted to the historical development of ballet as the foundation of Western classical dance from its court beginnings under Louis XIV through Noverre, Petipa, Fokine, Diaghilev, Nijinsky and on to such current greats as Balanchine, Joffrey, Robbins, Bejart. The dialectic within ballet between romanticism and classicism as a style and philosophy is pursued. Performance participation is expected. (Permission.) Ms. Chaplin

TH 271 Intermediate Ballet Spring

Continuation of TH 270. (TH 270 or permission.) Ms. Chaplin

[TH 302 Choreography]

TH 325 Dance History Spring

Introductory lectures and readings on the origins of movement in ritual, its meaning, social function, cultural/historical implications, and development as an art form. Concentration is then focused on the emergence of the 20th century modern and post-modern dance via such innovators as Duncan, Graham, Humphrey, Limón, Cunningham, Nikolais, Louis, Halprin, Pilobolus, Monk, Tharp. Viewing of film and live performance aids in delving into the critic's world as both an historical study and a means to develop the ability to make aesthetic judgments about dance. The course will be offered every other spring term, beginning in the spring of 1983. Ms. Chaplin

TH 360 Advanced Dance Fall, Spring

Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work towards refining the body as a finely tuned expressive instrument. Improvisation continues to be used to serve choreographic ends focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work is expected. Criticism of class, film, and professional work help in developing a critical eye and the emergence of a personal philosophy and dance aesthetic which is formally articulated. (TH 260 and 261 or permission.) Ms. Chaplin

TH 361 Advanced Dance Fall, Spring

Continuation of TH 360. (TH 360 or permission.) Ms. Chaplin

FILM STUDY COURSES

***TH 117 Film Form and Film Sense** Fall, Spring

The study of cinema as an examination of the central questions with which it is concerned: What is cinema? What is the nature of the cinematic experience? How is the nature of cinematic meaning informed by formal properties within the medium? How is cinema informed by issues of politics, society, technology, economics, means of production? Films are screened each week. Lecture, discussions. Readings and research papers required. Mr. Perry

[TH 207 Non-Fiction Film]

[TH 217 Independent Cinema]

[TH 227 Cinema after WW II]

TH 237 American Film Genres Fall

Examples of Western, Horror, Science Fiction, Musical and Gangster/Detective film genres are examined in terms of what they reveal about American attitudes, hopes, and fears. Special attention will be given to those films which reflect notions about the American hero, mission, family, self, frontier, capitalism, democracy. Screenings, readings, reports, and research papers. (TH 117 or permission.) Mr. Perry

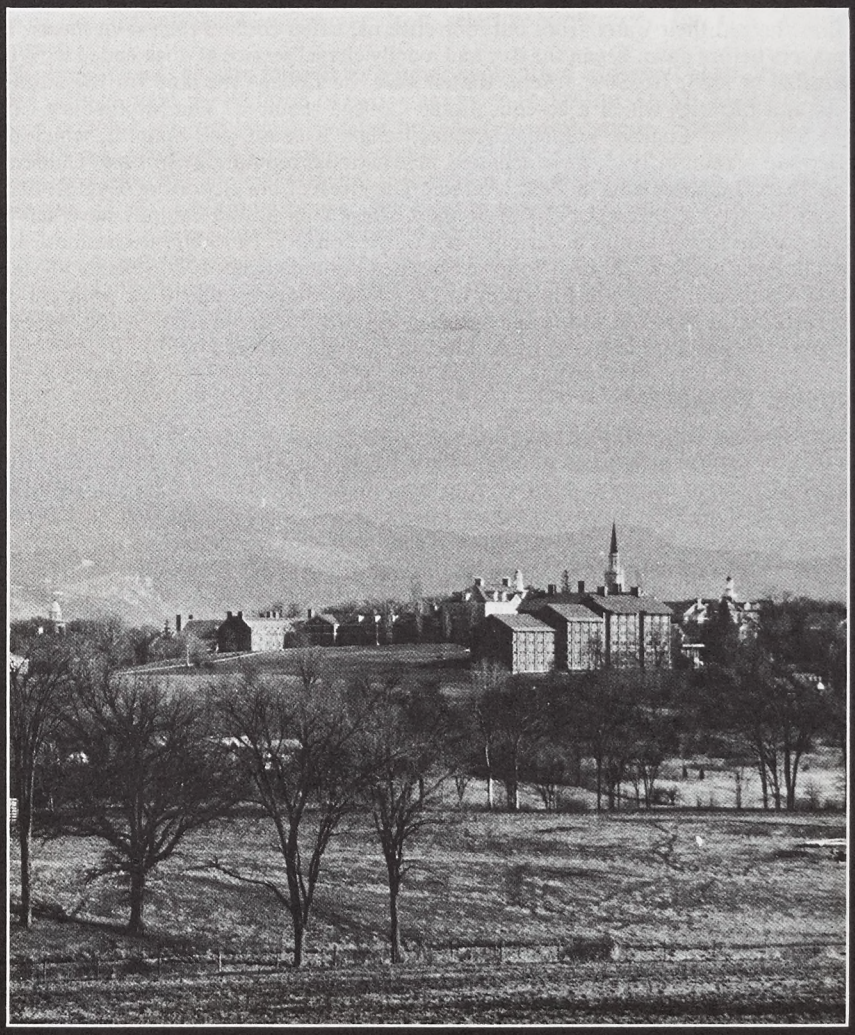
[TH 317 Film and Modernism in the Arts)

TH 327 The Films of M. Antonioni Spring

The intensive shot-by-shot analysis of eight films made by Antonioni, including *Cronaca di un Amore, Il Grido, La notte, Eclipse, Red Desert, Blow Up, Zabriskie Point, The Passenger.* Each film is screened once in its entirety, and then studied in detail, as a way of generating an understanding of the meaning of the particular films, how and in what ways this meaning is realized, and, finally, the extent to which each film relates to a larger understanding of the central themes and concerns which pervade all of Antonioni's films. Screenings, lectures and discussion plus readings and research paper are required. (TH 117 or permission.) Mr. Perry

*Foundations Course

SECTION III
GENERAL INFORMATION



The College

The History of Middlebury College

Middlebury College was an indigenous product of 19th century democracy, financed from the thin purses of local citizens, and expressive of multi-form culture brought from southern New England. Greek and Latin were the core of the early curriculum. A disciplinary system, based on the temper of the law of Moses and the text of Yale College rules and regulations, kept a student's nose to the academic grindstone. Students were their own janitors, laid their own hearth fires, lugged their water from outdoor cisterns, often cooked their own meals. Daily chapel prayers before dawn began the day and a daily chapel service at dusk ended it. Women were admitted in 1883. In 1909, Joseph Battell gave the College the land for the additional residences and facilities which a co-educational College required. The Middlebury College Language Schools of English, French, German, Italian, Russian, and Spanish, which began with a German session in 1915, have achieved international reputation. In 1966, Chinese was added, in 1970, Japanese and in 1982, Arabic. The Bread Loaf School of English and the Bread Loaf Writers' Conference (1926) at the College's mountain campus have served as models for similar undertakings in various parts of the country. In 1949, the Graduate School of French in Paris was inaugurated, followed by the Graduate Schools of Spanish in Madrid, German in Mainz and Italian in Florence. In 1977 Middlebury established a program at the Pushkin Institute in Moscow and in the summer of 1978 the Bread Loaf School of English began a graduate program in literature at Lincoln College, Oxford.

Educational Purpose

Middlebury College believes in the importance of the liberal arts and the liberal sciences. It believes that the central purpose of undergraduate education is the development of the human mind as broadly and as deeply as possible. The most compelling argument for the liberal arts is that besides providing the pleasure of doing something well, they enlarge the intellect and interests and bring an awareness of the concerns and problems of the rest of the community. The College aims to prepare its 1900 students through study of the humanities and languages, and through the disciplines of the social and natural sciences, to respond intelligently to an ever-changing social, political, and scientific world. In this liberal environment the student comes to an awareness of his cultural heritage, the relation of his special field to his heritage, an understanding of the physical world in which he lives, and an ability to think analytically and critically.

Middlebury College hopes to unlock the capacities and powers of its students in rational thinking, curiosity, imagination, and sensitivity, and to direct these human energies not only toward education as a continuing process of self-education, but also toward social responsibility and leadership. This concept rests firmly on the base of an identifiable liberal tradition, a rational philosophy, and a belief that has been cherished and cultivated for 180 years at Middlebury.

Location

Middlebury College is located on a broad hill overlooking a typical Vermont village and a wide sweep of Champlain Valley, with the Green Mountains visible to the east and the Adirondacks to the west. The campus includes about 1200 acres for buildings, athletic grounds, and Otter Creek shoreline, and a mountain campus ten miles to the east. The United States Government maintains an adjacent area, formerly owned by the College, as part of the Green Mountain National Forest.

Facilities

The Egbert Starr Library

The Library plays a central role in the academic life of the College by providing materials and services to support the teaching and research needs of students and faculty. Its collection which contains approximately 450,000 volumes is available in open stacks, seven days a week. The periodical collection includes current subscriptions to 1,700 journals. Extensive files of American and foreign periodicals and newspapers dating back to the early 18th century are preserved on microfilm. The Library is a selective depository for U.S. Government documents.

The building was erected in 1900 with funds bequeathed by Egbert Starr; its capacity was doubled in 1925, with the addition of two wings given by his son, D. M. Allen Starr. In 1962 the main building was remodeled and further additions were made. The recently completed Meredith Wing, named in honor of L. Douglas Meredith, emeritus chairman of the Board of Trustees, provides 200 additional seats, including a late night study area, and the shelving capacity for 200,000 additional books. The Library can seat one-third of the student body.

The Music Library, located in Johnson Memorial Building, contains music reference works, recordings and scores, and provides facilities for listening and study. Books and periodicals relating to the sciences are housed in the library space in the Science Center.

Middlebury cooperates with other libraries through a teletype network; is a member of the New England Library Information Network (NELINET), a system devoted to computer-assisted bibliographic services; is an associate member of the Center for Research Libraries (Chicago); and offers data-base searching using both Bibliographic Retrieval Services (BRS) and Lockheed Dialog.

The Abernethy Library, a special collection of American Literature, is built around the nucleus of books and manuscripts bequeathed in 1923 by Dr. Julian W. Abernethy. It now contains over 12,000 volumes, chiefly in first edition, many of them rare, and about 1,200 manuscripts. Especially strong are the materials relating to Thoreau, Emerson, and William Carlos Williams. Frank D. Abernethy, brother of the first donor, furnished a room where the collection is housed and where it is available to all students, faculty, and qualified visitors.

A part of the Abernethy Library, the Robert Frost Room has 300 volumes of Frost's books and books on Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davids, the collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photographs, college bulletins, sheet music of his poetry, tape and disc recordings, and original manuscripts.

Special library collections also include early Vermont imprints, materials relating to Vermont, to Middlebury, and to Middlebury College, incunabula, and rare books and manuscripts in various subject fields. The Special Collections of the Starr Library are open weekdays to all interested and qualified users.

A collection unique in its field is the Helen Hartness Flanders Ballad Collection of over 5,000 recorded items, including ballads and folk songs of British and American origin, religious songs, fiddle tunes and call-sets collected in New England by Mrs. Flanders and her assistants between 1930 and 1959. Approximately 1,600 mechanical recordings have been transferred to nearly 100 reel-to-reel tapes by the Library of Congress Archive of Folk Song and are available for listening. The Flanders Collection also contains rare books, broadsides, chapbooks, manuscripts, books on folklore and folk song, American and British regional folk song collections and current journals in the fields of folklore and folk song.

Computer Facility

The College provides open access computing to all students and faculty by means of a Digital Equipment Corporation computer, running the RSTS/E timesharing system. Terminals are available in the Voter Hall Computer Center and in the Science Center. Languages supported include BASIC-PLUS, FORTRAN, PASCAL, and MACRO-11 (the PDP 11 Assembly Language). There is also graphics support as well as a data link to a laboratory based PDP 11/03, located in the Science Center.

All students are encouraged to use the computer both for their regular course work and for their own projects. The system is used for statistical analysis, for simulation, for computation and for text preparation. Introductory computer courses are offered on a regular basis in both BASIC and PASCAL. Interested students can elect a Computer Concentration which covers the core curriculum recommended by the Committee on Curriculum in Computer Science of the Association of Computing Machinery. In addition there is ample opportunity for students to pursue advanced topics as part of independent projects and as employees of the Computer Center.

Buildings

Atwater and **Davis Houses** (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating thirty students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College.

Adirondack House (1909) houses faculty offices, the Career Counseling and Placement Office, the office of the Chaplain, and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, and Deans, the Comptroller, other administrative offices, and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home of many years of Cecile Child Allen, '01, in whose memory it is named. It houses seventy students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty students. Their name honors the memory of Colonel Joseph Battell.

Bread Loaf Campus. Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell; and has since been augmented by the construction of a library, little theatre, and other housing accommodations, and by the addition in 1977 by gift from Mrs. William H. Upson '15 and the estate of Mr. Upson of Earthworm Manor and its adjoining 180 acres of evergreen trees, and by a further gift of an anonymous donor, making possible acquisition of the Homer Noble Farm and the cabin where Robert Frost did most of his writing. Here also is located the Middlebury College Ski Touring Center.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts for nearly twenty years, it was converted in 1968 to use as an infirmary, which was named the Parton Infirmary in 1978 in memory of George F. Parton, Jr., M.D., the College's first Medical Director.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Chateau contains a larger salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-eight students.

Cook Society (1970), named after Reginald C. "Doc" Cook '24, Litt. D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of

three student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium, completed in September 1965; and renovated in June 1981, is named in honor of the late Mr. Dana, benefactor of the College. A 270-place auditorium equipped with 16mm and 35mm motion picture projection equipment, the facility functions as a part of the Sunderland Language Center and is used by the whole College for concerts, lectures, films and other academic and cultural events.

The Deanery. The acquisition and restoration of this brick building adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty-three suites, attractive reception rooms and offices for Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government.

Freeman Society (1970), named after Stephen A. Freeman, Litt. D. '66 a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three student societies which bring together the academic, dining, and social programs of the College, and in addition has a snack bar and game room serving the entire campus.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five-story grey limestone dormitory overlooking the campus, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College, housing one hundred fifty-eight students.

Hadley Hall (1969), named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board, and who traced back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804-05 through Peter Starr (member of the Board 1819-1860), Charles J. Starr (member of the Board 1855-1893), and M. Allen Starr (member of the Board 1898-1932). Hadley Hall is a residence for one hundred and thirty-two students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970), named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn 1871, is a five-story dormitory for one hundred and thirty-nine students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958-59.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy-seven students, located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains, is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served the College from 1946 to her retirement in 1970 — most of that time as Dean of Women.

The John and Barbara Kirk Alumni House Conference Center (1979), named for John '39 and Barbara Turkington '41 Kirk, is situated at the edge of the College's Ralph Myhre Golf Course, overlooking the Green Mountains. This remarkably versatile and comfortable building serves Middlebury alumni, as well as providing a focal point for the College's expanding emphasis on conferences and seminars.

Lang Hall (1971), named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his alma mater in roles ranging from football lineman to Treasurer over a span of fifty years. Lang Hall accommodates sixty-one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead '64, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a pipe organ. In the tower is a carillon of eleven bells which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969), named after the late Gertrude Cornish Milliken '01, Ed. D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, it is a residence for one hundred-eleven students.

Munroe Hall (1941). Many departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

The Observatory (1937) has a revolving dome and a mounted machine-driven Newtonian type 12-inch reflecting telescope, which maintains an unobstructed view of the skies.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1936, it is a dormitory housing sixty-five students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

Porter Medical Center (1925) is a fully accredited hospital with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. The original buildings have been completely renovated and a substantial wing has been added. The Medical Center has a 45 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and the College Medical Director and others on call.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Student Center. It contains student lounges and offices, the College Store, the College Radio Station, Directors of Student Activities and of Food Service, two dining rooms and the Crest Room, a snack bar.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics and the Science Library.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity and burns coal, oil, and wood chips to generate steam for distribution to all main campus buildings. The steam is also used to co-generate electricity. The Service Building has quarters for administrative and shop operations. The offices of Associate Treasurer, Business Manager, and the departments of Personnel, Purchasing, and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row" — Painter, Old Chapel, and Starr — and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory housing sixty-eight students.

Starr Library (1900), including also the Meredith Wing, the Abernethy Library and other collections, is described on page 203.

Neil Starr Shelter (1963) is described on page 208.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S.S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with 61 library-type cubicles equipped with devices for individual language study make this the finest Language Center in the country.

Voter Hall (1913), named after the late Perley C. Voter for many years Professor of Chemistry at the College. Voter Hall after extensive reconstruction in 1970 serves as a residence hall for fifty-eight students, with the College's Computer Center on the ground level.

Warner Science Hall (1901) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College, and completely renovated in 1977. A greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1814, is occupied by the offices of the Directors of Admissions and Financial Aid.

Wright Memorial Theatre (1958), the theatre includes a 400-seat auditorium, a drama workshop, rehearsal rooms, classrooms and faculty offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

Athletic Facilities

The World War II Memorial Field House, erected in 1949 and extensively renovated and enhanced in 1982, is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. Accommodations in this building provide for large assemblies, dances, an indoor artificial ice rink, regulation and practice basketball courts, badminton, tennis, and volleyball courts, offices for members of the departments of Physical Education and Athletics, shower and locker rooms for men and women students, and other facilities. Immediately adjoining are three outdoor platform tennis courts.

Paris Fletcher Field House (1974) is connected with the Memorial Field House and provides an unbroken span of 42,250 square feet of playing and exercise space. It is named in honor of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural, and intercollegiate sports. The building contains one racquet ball and six squash courts.

Beyond Paris Fletcher Field House is the **Ralph Myhre Golf Course of Middlebury College,** an eighteen-hole automatically irrigated course owned and operated by the College. Shower and locker rooms, a pro shop, a snack bar, and lounge space are provided in the John and Barbara Kirk Alumni House Conference Center overlooking the course.

The 3.5km John "Red" Kelly '31 Trail was built around the course in 1976. It is lighted in the winter for night cross-country skiing and used at other times of the year for jogging and cross-country running.

The Porter Athletic Field area of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, bleachers, and playing and practice fields for both men's and women's teams. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available only

for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used primarily for soccer and lacrosse contests. In 1981 four new fields south of Fletcher Field House were added to the complement of practice and playing fields. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4200-foot double chair lift, three Poma ski lifts, fourteen slalom and downhill trails and slopes, and three jumps. The 3200-foot Poma lift was the first installed by any college and the 55-meter Gignac Memorial Jump is the largest collegiate jump in the country. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities, and a library reading room. Its glass-walled main floor, balcony, and terrace afford a magnificent view of the lifts, slopes, and jumps. Cross-country ski trails connect the Snow Bowl with the Bread Loaf Campus, where the **Middlebury College Ski Touring Center** is located with 50 kilometers of cross-country ski trails including a 15-kilometer racing trail.

McCullough Gymnasium (1912) contains facilities for squash and handball, dance, and other indoor activities. Offices, lecture room, and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

Expenses

A fairly accurate estimate of the cost of a year at Middlebury may be made from the following list of standard charges for 1982-83:

Comprehensive Fee	$10,800
Student Activities Fee	60
Sickness Insurance	53

It is estimated that for the average student additional personal expenses including books and supplies amount to $880. Travel expenses must also be considered.

It is the College policy to meet the full demonstrated financial aid need of as many students as resources will permit. The Office of Financial Aid advises students on the procedure for applying for financial aid. The Student Employment Coordinator will assist students in finding remunerative jobs both on and off campus.

The Comprehensive Fee includes tuition, room, board, health services and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or eating in college facilities will be $675 room and $775 board.

The Comprehensive Fee covers the entire academic year and, if possible, parents are encouraged to pay it **in August.** As one of several installment arrangements available, the Fee may be billed in halves, the first **due August 16,** and the second **January 15.** A charge may be made for late payment. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, and student loans that have been awarded and accepted, and of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills; as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $950. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

The Comprehensive Fee includes a provision for the fixed expenses of the Student Societies. For Federal Income Tax purposes $73 may be included as medical expense when deductions are itemized. This portion of the Comprehensive Fee provides for various health services including enrollment in a nine-month accident insurance plan. The Comprehensive Fee also includes the $42 Student Center Fee.

Each matriculating student is issued an identification card intended to serve for his entire

undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $23 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $194 per semester when prior notice of such absence is given to and approved by the Dean of Students, subject to proration if the student is receiving any federal financial aid as set forth in detail in the fourth paragraph below.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below. A student who withdraws voluntarily from College after classes begin is refunded for board only at $12 per week.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit ($100 for freshmen; $200 for upperclassmen) but may receive refunds as follows:

1st week of term .....80% of additional charges
2nd 60%
3rd.....40%
4th.....20%

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to which the refund is applicable (the person financially responsible).

To the extent any refund authorized represents in whole or in part the proceeds of any federal financial aid (Pell Grant, Guaranteed Student Loan, Supplemental Educational Opportunity Grant, Parent Loans for Undergraduate Students, Auxiliary Loan to Assist Students, etc.) the amount of the refund to be returned to each of these programs, as well as to the person financially responsible, will be based on the applicable federal refund formula. The applicable portions of such refunds will be returned directly to the sources from which the funds were originally received (e.g., the the person financially responsible, the bank, the federal government, etc.) and the borrower will be given written notification of any amounts so returned to the bank on his loan.

A fee of $150 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $100 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by June 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades, nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of two dollars is charged for a duplicate of the transcript. To students who are financially indebted to the College, or to those who have not surrendered Identification Cards on leaving college, no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

Financial Aid

The goal of the Financial Aid Program at Middlebury College is to make it possible for qualified students to attend the college regardless of the financial resources of the family.

Subject to continuing eligibility, financial aid is awarded for one academic year at a time for a total of four years or equivalent in any approved Middlebury program. Students should not apply for any specific grant (scholarship) as appropriate assignment will be made by the College.

Middlebury College is a member of the College Scholarship Service, an activity of the

College Entrance Examination Board at Princeton, New Jersey. Financial Aid awards are based on analysis by the College Scholarship Service (CSS) of the Financial Aid Form (FAF) and on the College's review of the CSS determination of need.

The only financial aid application that Middlebury College requires of prospective freshmen applicants is the Financial Aid Form (FAF), Sides I and II. Parents of applicants for admission who wish to apply for financial aid should submit the FAF directly to the College Scholarship Service (CSS) by February 1st of the entering academic year; the FAF application may be secured from secondary school guidance counselors. *Early Decision* candidates must file the FAF with the CSS between January 1st and 15th of their senior year in secondary school. Upperclass renewal forms for financial aid (FAF) and the Middlebury College Financial Aid Application (available from the Office of Financial Aid) must be filed annually by March 1st with the CSS.

Middlebury participates in the National Direct Student Loan, College Work-Study and Supplemental Educational Opportunity Grants programs. Awarding of loans, jobs and grants under these Federally-sponsored programs is handled by the College Office of Financial Aid. The College also certifies awards for the federal Pell Grant program (formerly BEOG), the various Guaranteed Student Loan programs, and in special cases will also certify applications for loans from the United Student Aid Funds program. Students are required to apply to their State Grant program as well as the federal Pell Grant, if they wish to be considered for grant assistance from the College.

In making awards, the Office of Financial Aid takes into account each student's responsibility for contributing to the cost of his or her education from summer earnings, savings and any other personal resources and through a self-help requirement during the academic year. The net summer earnings expectation is $850 for entering freshmen and $950 for all other students. The self-help requirement for 1982–83 is $2,300.

Most commonly the self-help requirement is met through a combination of loan and employment during the academic year. The Office of Financial Aid is prepared to advise students how best to meet this obligation. Options range from the student supplementing the standard summer savings expectation with increased summer earnings, to an on-campus job, to borrowing a sufficient amount to meet the self-help requirement. While the College's resources are, of course, limited, the College does make every reasonable effort to provide job opportunities to students who wish to work on campus during the academic year and to provide loan opportunities to those whose needs cannot be met by other loan programs.

Correspondence concerning financial aid should be addressed to the Office of Financial Aid. A brochure outlining the College's Financial Aid policies in detail is available from the Office of Financial Aid, the Emma Willard House.

The Middlebury College Financial Aid Policy complies with the 1964 Civil Rights Act and Sec. 504, Rehabilitation Act of 1973. It does not discriminate against any individual on the basis of race, color, sex, religion, national or ethnic origin, or handicap.

Scholarships

Named and Endowed Scholarships

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below, or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100 for those without financial need to the full need for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. These scholarships are among the highest honors which are awarded to students.

Harold E. Adams Scholarship Fund. $5,000. Established in 1981 by the bequest of Harold E. Adams '17. Income to be used in support of financial aid.

Betty Jean Aitchison '45 Scholarship Fund. $294,822. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter, Betty Jean Aitchison '45. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The Cecile Child Allen Student Aid Fund. $92,508. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

The Alpha Chi Scholarship Fund for Women. $8,390. Established in 1982 by gifts of alumni and friends of the College to commemorate the influence of women at Middlebury during the past one hundred years and especially those women who were members of Alpha Chi from 1883 through 1926. Income to be used in support of financial aid for women.

Borden and Louise Roberts Avery '39 **Fund.** $10,815. Established in 1974 by Mr. and Mrs. Borden Avery, both of the Class of 1939, income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The William N. Badgley '61 Memorial Scholarship Fund. $9,945. Established in 1981 by Muriel Selden Paris. Income to be used annually for scholarship aid for needy and worthy students.

The Cornelia W. Bailey Fund. $38,611. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. $32,413. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

The Cesare Barbieri Endowment Fund. $49,927.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

The Ludwig C. Baumann '53 **Memorial Scholarship Fund.** $67,288. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Bauman in memory of Major Ludwig C. Baumann, USAF, lost in the service of his country in Vietnam on January 30, 1969.

Lea Z. Binand Scholarship Fund. $2,563. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Edward L. Bond Jr. Memorial Scholarship. $29,060. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

Boston Middlebury Alumni Association Scholarship Fund. $3,334. Established in 1978 as a building scholarship. Income to be used for annual student aid with first preference given to Boston area residents.

The Ezra Brainerd Scholarship. $5,487. Established in 1961 by gift of Ezra Brainerd, Jr. in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885-1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Charles D. Brakeley Scholarship Fund. $1,110. Established in 1981 by the gifts of Clark W. Hinsdale III '78 and his parents to honor "Pete" Brakeley on the occasion of his retirement as Director of Financial Aid. Annual income to be available as a discretionary fund administered by the Director of Financial Aid for emergency student aid needs.

The Bread Loaf Writers' Conference Endowment Fund. $138,494. Established 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships, and scholarships at each year's session of The Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. $13,266. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. $504,030. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund. $115,485. Established in 1981 by gifts of members of the Board of Trustees of Middlebury College in recognition of more than twenty-five years of service, dedication and commitment to the goals and ideals of Middlebury College.

Jane Tinkham Broughton Fellowship Fund. $10,000. Established in 1981 by the gift of William G. Broughton. Annual income to be used to support The Jane Tinkham Broughton Fellowship in Writing for Children at the Bread Loaf Writers' Conference.

Russell D. Brown '29 Memorial Scholarship Fund. $10,386. Established in 1976 by bequest of Russell D. Brown '29. Income to be used for scholarship aid.

The Canadian Honors Scholarship Fund. $106,255. Established in 1980 as an expression of thanks to the Canadian people for the courageous and neighborly action of the Canadian Embassy in behalf of the six Americans brought out of Iran. Income to be used to assist Canadian citizens studying at Middlebury College and at its Bread Loaf School of English, at its Summer Language Schools or at Middlebury degree programs at Florence, Madrid, Moscow, Oxford and Paris.

Salvatore J. Castiglione Scholarship Fund. $6,049. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. $9,472. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. $3,594. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. $4,624. Established in 1832, for men.

Class of 1918 Scholarship Fund. $11,912. Established in 1978 by gifts of the Class at the time of the 60th Reunion. Annual income to be used for a Class of 1918 Scholarship award to a deserving and needy student.

Class of 1927 Scholarship Fund. $17,450. Established by the class of 1927 at the time of their 55th reunion in honor of Coach Arthur M. Brown. Income to be used in support of financial aid.

Class of 1930 Scholarship Fund. $31,890. Established in 1976 at the 50th class reunion. Income to be used in support of financial aid.

Class of 1937 Fund. $13,844. Established in 1962 by the Class of 1937 at its 25th Reunion. Annual income designated for scholarships at the 40th class reunion in 1977.

Class of 1947 Memorial Scholarship Fund. $15,221. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid with preference given to students from middle income families.

Class of 1948 Scholarship Fund. $20,640. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1949 Scholarship Fund. $38,066. Established in 1979 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1950 Scholarship Fund. $11,433. Established in 1980 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1951 Fund. $56,686. This Fund was established in 1976 at the 25th class reunion. Income to be used in support of financial aid with preference given to sons and daughters of alumni from middle-income backgrounds.

Class of 1952 Scholarship Fund. $61,227. Established in 1977 at the 25th class reunion, income to be used in support of financial aid with preference given to students from middle-income families.

Class of 1953 Scholarship Fund. $35,709. Established in 1978 at the 25th class reunion. Income to be used in support of financial aid with preference given to qualified descendants of members of the class.

Class of 1955 Scholarship Fund. $22,577. Established in 1980 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1956 Scholarship Fund. $100,967. Established in 1981 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1963 Scholarship Fund. $13,007. Established in 1978 at the time of the 15th class reunion. Income to be used in support of financial aid.

Class of 1982 Scholarship Fund. $3,202. Established in 1982 at the time of graduation. Income to be used in support of financial aid.

The Chester H. Clemens '33 Memorial Scholarship Fund. $3,769. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. $35,138. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

Winifred Coffin and Beatrice Taft Scholarship Fund. $14,291. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. $8,547. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. $35,029. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Reginald and Juanita Cook Scholarship Fund. $50,740. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

Edward J. Cooperstein '46 Scholarship Fund. $5,229. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. $1,051. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

The Ruth C. Cowles '24 Scholarship Fund. $7,073. Established in 1980 by the bequest of Ruth C. Cowles '24 for scholarships for women.

The Annie L. Cox Scholarship Fund. $2,881. Established for a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage.

George C. Dade '15 Memorial Scholarship Fund. $26,273. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Charles A. Dana Scholarship Fund. $203,325. See first page of scholarship listings.

The Sam P. Davis '21 Fund. $63,730. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. $1,881. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. $1,299. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

The Alcide De Gasperi Scholarship Fund. $144. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. $10,000. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. $13,088. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College, or lineal descendants.

Frederick C. Dirks '30 Scholarship Fund. $49,948. Established in 1978 by gift of Frederick C. Dirks '30. Income to be used for a scholarship award to an undergraduate majoring in the field of Economics.

Constance Barker Diss Student Aid Fund. $402,256. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Kathleen C. Downey Memorial Scholarship Fund. $1,451. Established in 1981 by the gifts of family and friends in memory of Kathleen C. Downey, M.A. (1962). Annual income to provide scholarship assistance to a student at the Bread Loaf School of English.

The Erwin Ewald Drost Memorial Fund. $811. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Dean S. Edmonds Scholarship Fund. $63,572. Established in 1953. "Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics."

The Eunice S. Eldredge '11 Fund. $10,343.44. Established by Mrs. Eunice Smith Eldredge '11. Subject to reservation of life income.

Grace M. Ellis Scholarship Fund. $4,107. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. $6,092. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. $36,672. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. $10,722.31. Established by George L. Everitt. Subject to reservation of life income.

The Fairbanks Scholarships. $2,305. Established by Thaddeaus Fairbanks, Esq., of St. Johnsbury, for men.

'45 Discretionary Scholarship Fund. $9,202. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

The John Albert and Sophia Warner Fletcher Fund. $260,650. Eastablished in 1977 by gift of Paris Fletcher '24 to honor his father and mother. Income to be used preferably for students from middle income families.

Rollo J. Francisco Scholarship Fund. $20,643. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship. $21,895. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

The Stephen A. and Ruth H. Freeman Scholarship Fund. $2,075. Established in 1982 by gifts of their children. To be awarded annually to candidates selected by the financial aid office in cooperation with the Vice President for Foreign Languages to either graduate or undergraduate students showing exceptional interest and ability in a foreign language for personal or professional reason either at Middlebury during the academic year or in the Middlebury summer session or at one of our Schools Abroad.

The French Center in New England Fund. $23,500. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Robert Frost Fellowship at the Bread Loaf Writers' Conference. $10,222. Established in 1978 by CBS Inc. Income to provide a fellowship to be awarded annually to a promising young poet.

Eben J. Fullam Scholarship. $11,472. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. $17,242, "to aid worthy women preferably from Worcester County, Massachusetts."

John Hamilton Fulton Memorial Scholarship Fund. $400,137. Established in 1964. Income to be awarded as named scholarships for young men who are graduates of Athens College, Greece, and for young men of Scottish parentage who are graduates of schools located in Scotland or for any other qualified students.

The Marion Gallagher Scholarship Fund. $10,439. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

Barbara Everard Gannett '61 Memorial Scholarship Fund. $35,866. Established in 1975 by David Gannett '62, family, friends and classmates in memory of Barbara Everard Gannett, Class of 1961. Income to be used for partial scholarship to students from middle income families living in the Northwest section of the United States with preference to a woman.

Leon and Una Gay Scholarship Fund. $11,443. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. $5,762. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. $870. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. $118,891. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

The Egbert C. Hadley '10 Scholarship Fund. $9,186. Established in 1980 by the gift of Carol Bracken '79 and her father, Jim L. Bracken, to record the inspiration Carol received from her association with Egbert Hadley. Income to be awarded annually to a Middlebury student.

Ivan D. and May W. Hagar Scholarship Fund. $62,608. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. $2,098. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. $3,000. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. $26,509. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. $65,409. Bequest under the will of Elsie Haydon Cornell. Income to be used for Middlebury College scholarships. Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. $16,186. Established in 1923 for assisting worthy students.

The Burt A. Hazeltine Memorial Scholarship Fund. $20,867. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. $7,546. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. $21,891. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Dr. Walter H. Hellmann '24 Scholarship Fund. $15,084. Established in 1981 by Dr. Walter H. Hellmann '24. Income to be used annually for scholarship award to a deserving student in the junior or senior class with preference for award to one intending to become a teacher of physics.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. $24,905. Established in 1965 by members of the Hickcox family, and friends.

Laurence B. Holland Memorial Scholarship Fund. $29,089. Established in 1980 by family and friends. Income to be used for scholarships at the Bread Loaf School of English.

The John A. Howe Scholarships. $3,457. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for the descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. $14,417. Established in 1969 by the bequest of Moses G. Hubbard '13. Income to be used as scholarships or other financial assistance to deserving students.

Mary Stone Hunt '15 Scholarship Fund. $10,000. Established in 1981 by the bequest of Mary Stone Hunt '15. Income to be used for a scholarship for a graduate or graduates of Vergennes High School.

Merrill L. Jenkins '15 Scholarship Fund. $466. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program until the principal reaches $10,000.

Christian A. Johnson Memorial Scholarship Fund. $52,662. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

The Charles S. (Casey) Jones '15 Scholarship Fund. $10,403. Established in 1977 by the bequest of Charles S. (Casey) Jones '15.

The Frederica V. Jones Scholarship. $27,238. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities be deserving of this award.

The Kappa Delta Rho Scholarship Fund. $6,765. Income to be used annually for scholarship aid for needy and worthy students, with preference being given to members of the Kappa Delta Rho fraternity.

Joseph P. Kasper Scholarship. $30,892. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. $9,853. Established in 1970. Income to be used for scholarships for women students.

The John M. Kirk, Jr., Scholarship Fund. $60,316. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. $43,697. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual income to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

The Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund. $7,100. Established under the will of Rena Dumas Krichbaum '22 of Fairport, N.Y. in 1979. The income to be used for scholarship aid for undergraduates majoring in music and foreign languages.

The Arnold R. LaForce '35 Scholarship Fund. $20,693. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle-income families.

L'Amicale Scholarship Fund. $5,250. Established in 1981 by the gifts of members of L'Amicale de Middlebury, the alumni association of the French School. Income from the endowment to provide two scholarships annually to students in their final year of the degree pro-

gram of the French School. One to be awarded to a student in the summer program and one to a student in the Paris program.

The Sanford H. Lane Memorial Scholarship Fund. $2,305. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. $102,874. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. $14,583. Established in 1971 by Frederick W. Lapham, Jr., '43. Subject to reservation of life income.

Edwin W. Lawrence Scholarship Fund. $136,511. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. $4,675. Established in 1969. Income to be used by students enrolled in the French Summer School.

The Literary Fund. $852. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. $22,681. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Frank Lombardy '35 Memorial Scholarship Fund. $10,077. Established in 1979 by his widow, Ruth Furness Lombardy '37. Income to be used for scholarship aid to an undergraduate participating in intercollegiate athletics, with perference to a member of the golf team.

Hazel MacLeod Fund. $11,416. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

The Abram Manell '34 Scholarship Fund. $5,374. Established in 1979 by the gift of Abram Manell '34. Annual income and augmenting gifts to be added to principal until the total endowment is $10,000. The annual income to be awarded to a member of the freshman class in need of financial assistance.

Andrew C. Marchbank '65 Memorial Scholarship Fund. $72,364. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. $134,470. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. $16,727. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

Gertrude Cornish Milliken Scholarship Fund. $19,646. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship. $2,305. Established by Hon. Levi Parsons Morton of New York City, for men.

Judith Davidson Moyers Scholarship Fund. $15,927. Established in 1981 by the gift of Mr. Bill D. Moyers. Annual income to provide scholarship assistance for needy, worthy students.

Ralph O. Myhre Memorial Scholarship. $17,963. Established in 1973–74 by the gifts of many of Middlebury's Friends of Skiing to provide student aid each year for needy students who contribute to the College's ski program. Augmented in 1979 by gifts in memory of Ralph O. Myhre to record his distinguished contribution to skiing at Middlebury College.

The National Bank of Middlebury Scholarship Fund. $7,353. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Elizabeth MacGill Needy '47 Memorial Scholarship Fund. $11,122. Established in 1981 by the gifts of family, friends and classmates in memory of Elizabeth MacGill Needy '47. Annual income to be used for scholarship aid for needy and worthy students.

Walter J. Nelson '32 Scholarship Fund. $31,959. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. $8,370. Established for Scholarship aid to students in the German School.

The New Jersey Student Aid Fund. $461. For men from New Jersey.

Anna and Luke J. Nolfi Scholarship Fund. $3,124. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

Sidney Nordenschild, Sr., Scholarship Fund. $14,118. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. $12,235. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Peter Odabashian Memorial Scholarship Fund. $1,274. Established in 1974 by gifts of his wife, students, and friends, income to provide scholarship assistance for students at the Russian School.

The Hewitt Page Scholarship Fund. $6,276. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

Cornelius R. Palmer '25 Fund. $6,200. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

The Adele T. Parker Scholarship Fund. $11,400. Established in 1980 in memory of his mother by the gift of Peter T. Parker '54 and Julie H. Parker '54. Annual income to provide financial aid to a deserving student at Middlebury College.

The Dr. George F. Parton, Jr., Memorial Scholarship Fund. $20,428. Established in 1978 by gifts of members of classes 1970 through 1977. Income to be used annually for scholarship award to a deserving student with preference for students in pre-med programs.

The Penfield Scholarship. $1,152. Established by Allen Penfield, Esq., of Burlington, for men.

The Philadelphia Alumnae Club Scholarship Fund. $9,299. Established in 1975 by the Philadelphia Alumnae Club — Suburban West. Income to be used for scholarships with first preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund. $137,650. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. $9,235. Established in 1951. "For men students from Rutland High School."

Blanche and Stephen Piskor Memorial Scholarship Fund. $5,986. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

William H. Porter Memorial Scholarship. $53,395. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

The President's Purse. $33,993. Established by the late Charles M. Swift, Esq., the income to be disbursed at the discretion of the President.

Anastasia Feodorova Pressman Memorial Scholarship. $1,854. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. $28,112. Established in 1956. Income to be awarded by the Scholarship Committee as a named scholarship, to an undergraduate studying French.

The Cecilia Quiros Scholarship Fund. $4,000. Established in 1981 by R. Dario Quiros '61. Income to be added to principal until the sum of $20,000 has been reached, after which it shall be used to provide aid to undergraduate students in need of financial assistance.

James Richardson Scholarship Fund. $3,457. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Funds #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, and #12. Established by Justin M. Ricker '06 subject to reservation of life income, after which the income of these funds is to be used by scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

The Marguerite Rogers '18 Scholarship Fund. $14,318. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. $6,621. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. $25,264. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. $2,305. Established by the late Chief Justice Rowell.

The A. Bayard Russ Memorial Scholarship Fund. $6,860. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 Memorial Fund. $32,032. Established in 1973 in memory of Donald W. Salisbury '16 by gifts of his wife, Eva Leland Salisbury '17, his son, Richard J. Salisbury '45, and The Jessup Foundation, Inc. Income to be used in support of scholarships.

The Eva Leland Salisbury '17 Memorial Scholarship Fund. $2,694. Established in 1976 in memory of Eva Leland Salisbury '17 by a gift of her son, Richard J. Salisbury '45, through the Jessup Foundation, Inc. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. $8,510. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship. $109,996. Established 1958 by request of Dr. George Dow Scott, class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Seldon Scholarship Fund. $55,378. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Jonathan Vollrath Shadd '78 Memorial Scholarship Fund. $20,080. Established in 1980 by gifts from the Shadd family. Income to be used for scholarship awards with preference given to students from single-parent families.

The Marion Shows Fund. $728. Established in 1972 by various donors. Income to be used annually to assist minority students.

The Cecil C. Simmons '24 Fund. $1,057. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

The Skinner-Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30. Annual income and future gifts to be added to the principal until the fund reaches $10,000.

The Bezeliel Smith Fund. $1,152. Established in 1893, for men.

Lucy S. Smith '18 Scholarship. $78,471. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. $32,681. Established by the late Hon. Redfield Proctor in 1922. Income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. $244. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. $1,152. Established to assist needy students from Wallingford to an education.

The John Wolcott Stewart Fund. $27,950. Established in 1956 by the late Philip B. Stewart in memory of his father. Income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. $52,547. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Subscription of 1852. $28,814. For men.

Agnes Warner Sunderland Fund. $3,457. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

The Miriam Deedman Swede '27 Scholarship Fund. $20,000. Established in 1981 by Miriam Deedman Swede '27. Income to be used annually for scholarship assistance to able and promising young men and women needing assistance in financing their Middlebury education.

Wylie and Lucy Sypher Scholarship Fund. $24,634. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

The Arthur Gould Tasheira Fund. $28,814. The income to be used as far as possible to provide scholarships for worthy and deserving students.

Helen A. and W. Grady Thomas '16 Scholarship Fund. $10,671. Established in 1978 by W. Grady Thomas '16. Annual income to be used for scholarship awards for needy and worthy students from middle-income families.

Thomas G. Thompson Scholarship Fund. $4,034. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other a young woman.

The Ludger J. Tousant Fund. $484. Established by the class of 1920 in memory of their classmate — Ludger J. Tousant — killed in World War I.

John Crawford Trask, Jr. '41 Memorial Scholarship Fund. $3,129. Established in 1980 by Jane Hayden Trask '41 in memory of her husband. Income to be added to principal until the total endowment in $10,000. Then annual income to be used for partial scholarship for needy and worthy students.

The K. P. Tsolainos Memorial Scholarship Fund. $88,911. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. $2,305. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. $1,152. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. $1,149. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. $1,460. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Waldo Fund. $11,662. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. $36,756. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

The Warren Fund. $3,457. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

The WEB Fund. $25,924. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922–26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego County, California.

The Asa Wheelock Scholarship Fund. $5,762. Established under the will of Charles B. R. Hezeltine of Arlington, Mass., the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

Raymond L. Whitney '35 Memorial Scholarship Fund. $15,836. Established in 1971 in memory of Raymond L. Whitney '35 by gifts from his family and friends. Annual income to be used in support of financial aid with preference for a student from Vermont or Maine.

The Albert Henry Wiggin Memorial Scholarship Fund. $107,508. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father. Albert Henry Wiggin, trustee of Middlebury from 1922–1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival Wilds '02 Memorial Scholarship Fund. $7,924. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

Frank A. Williams Jr. '69 Memorial Scholarship. $5,135. Established by the gifts of friends, family and classmates in memory of Frank A. Williams, Jr. to provide scholarship assistance for Middlebury students seeking private instrumental or voice instruction in music and needing help to finance the cost of instruction.

The Emma Willard Scholarship. $2,305. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

The Mark Doty Wilson '72 Scholarship Fund. $7,081. Established in 1976 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English, the Bread Loaf Writers' Conference or Bread Loaf at Oxford, England. Qualification for financial aid is a prerequisite for such an award.

The Windham County Congregational Scholarship Fund. $2,305. Established in 1951. Income first available for students proposed by the Conference.

The Harriet B. Winsor Scholarship Fund. $11,525. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

The Charles Baker Wright Scholarship. $73,877. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. $10,847. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to the freshman woman outstanding in scholarship, personality and athletics.

Expendable Scholarships

The Louis L. Croland and A. Leon Kohlreiter Scholarship. Established by Barry Croland '59. An award of $500 to be made annually to a needy student with preference to an art major.

Edwin Gould Foundation Scholarships. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

The Marie L. Rose Huguenot Scholarship. $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America.

Ada Howe Kent Foundation Scholarship. $25,000 annually for five years. From the Ada Howe Kent Foundation for scholarship awards not to exceed $3,000, to students able to provide in part from their own resources and from families who can make some contribution but are unable to pay all college costs.

The Agnes M. Lindsay Awards. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

Theodore Luce Fund Scholarship. $6,000 annually. From the Theodore Luce Fund for awards to needy students from Metropolitan New York.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut area.

Loan Funds

Alpha Sigma Phi Memorial Fund. $13,068. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

The Edwin L. Bigelow '13 Student Scholarship Loan Fund. $5,000. Established in 1981 under the will of Edwin L. Bigelow '13. Available to students from Vermont, special consideration being given, when suitable applicants are available, to students attending the College from the towns of Danby, Dorset, Manchester, Mt. Tabor, Pawlet, Rupert, Sandgate and Sunderland.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. $12,440. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,609 for loans to Middlebury students.

Hazeltine Student Loan Fund. $2,500 received in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. $3,000 received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Lee A. Kintzel and Roger Kintzel Student Loan Fund. $7,500. Established in 1981 by the gift of Lee A. Kintzel '65. A revolving fund for loans to undergraduate students at Middlebury.

Martha Jewett Nash Student Loan Fund. $3,000 received in 1923 from a friend. The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College.

William H. Porter Student Loan Fund. $10,140. An unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the Trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont — the first consideration being given to those from Addison County.

Justin M. Ricker Fund. $3,816. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. $4,671.18. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

Scholarship Awards and Prizes

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen '62. Income from $7,517. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

The Alumni Association Community Service Award. Awarded annually to the graduating senior who has best demonstrated a commitment to community service through involvement in campus or community non-academic life at Middlebury.

Bishop Atwood Historical Prize. Income from $369. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910-1925.

Byron E. Bermas, Jr., Prize. Income from $558. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Deacon Boardman Peace Prize. Income from $3,871. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859-1861.

Barbara Buchanan Memorial Award, in memory of Barbara J. Buchanan's academic excellence and ideal of service.

Reid L. Carr Prize. Income from $1,728. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Prize. The annual income, not exceeding $1,000 on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A. B. "classical" course, showing the highest grade for scholarship and deportment. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Classical Prize Fund. Income from $1,152. Awarded to a man in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction.

George H. Catlin Fund. Income from $8,777. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

Janet C. Curry '49 Science Honors Award Fund. $12,434. Established in 1977 by Janet C. Curry '49. Annual income to be used for awards to senior women working for honors in the sciences with first preference to senior women seeking honors in the biological sciences.

Eaton Prize. Income from $1,152. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000. were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $3,197 established in memory of Harry M. Fife, Professor of Economics, 1925-50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during four undergraduate years.

Hazeltine Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925-1928, and Burt A. Hazeltine, Dean of Men, 1926-1938.

Julian E. and Melba Jarrett Prize. Awarded to that graduating Political Science major who excelled in the study of political philosophy, law and American Government. Established in 1982 by Glenn A. Jarrett, '70, in memory of his parents.

Kellogg Latin English Prize. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861-1868, and Trustee, 1885-1920.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major

area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

The Merlino-Mezzotero Award. Established in 1979 by the gift of Richard F. Mezzotero to honor his good friend, Dr. Camillo P. Merlino, former Director of the Middlebury College Italian School. Annual income from $1,000 to provide cash prizes to a student each year on a basis of achievement for work done in either or both of two courses, "A Survey of Italian Literature" and "The Risorgimento."

Mortar Board Cup. Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in College by participation in extracurricular activities and by attainment of high scholarship. Established by Mortar Board.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income on $500 awarded annually to the student who writes the best honors thesis in history or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

Senior Honors Thesis Award in Economics. Established in 1980. $100 awarded annually for the best senior honors thesis in the Department of Economics.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

The Marci J. Stewart '72 Memorial Awards. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Stolley-Ryan American Literature Prize. Established in 1978 as an annual award to the graduating senior majoring in American Literature whose work in the department best reveals the greatest understanding and appreciation for the issues central to the American literary tradition.

Mary Dunning Thwing Prize. Income on $1,728 awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Paul W. Ward '25 Memorial Prize. A $100 prize awarded twice annually, each term, to a freshman for proficiency in writing.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,087 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $1,933, awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, Trustee, 1922-23.

Endowed Lectureships

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

Willard Duncan Carpenter '14 Memorial Lecture Fund. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for a lecture in the Fine Arts.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

Elizabeth Drew Memorial Lecture Fund. For lectures at the Bread Loaf School of English.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

Samuel S. Stratton Lecture. Established by 1962-63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

Academic Standards and Regulations

The College makes available to students copies of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, and student activities. Since these are subject to change from time to time they are not to be considered as contractual. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose behavior is judged by appropriate administrative authorities to be dangerous to themselves or others. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation, and second course warnings are sent to parents or to students at their home address.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions by preparing in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's adviser, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and Transcripts from approved educational institutions. To receive credit the transfer course must be above the introductory level at the institution attended, and must be passed with a grade of C– or better. These transfer credits, as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four-year college regardless of the academic calendar followed. This policy applies whenever possible for lesser transfer units. When term equivalences cannot be established, the Dean of Students will decide on the number of Fall-Winter-Spring terms needed to complete the degree. In all cases, course evaluation will be relevant to fulfillment of Middlebury Departmental and College requirements. Failing grades and D's at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Failure, Probation, Warning and Readmission. A student who receives two failing grades, three D grades or one failing grade and two D's during a fall or spring term will be dropped from College. First-term freshmen who have two F's and two C's or better or 3 D's and one C or better at the end of the fall term will be continued in college on academic probation. Seventh-term seniors will be reviewed by the Administration Committee prior to final action.

A student who receives two D grades or one failing grade and a D grade in a single term will be placed on probation until the end of the following Fall or Spring term. A student on probation who receives one failing grade or two D grades in the subsequent Fall or Spring term will be required to withdraw.

A student who receives a failing grade in the Winter term while on probation will be required to withdraw; if not on probation the student will be placed on probation for the Spring term. A student on probation from the previous fall who receives an honors grade for the Winter Session will be removed from probation. A student placed on probation more than twice in his College career will be required to withdraw.

For students enrolled in three courses in a term, one failing grade and one D grade, or two D grades constitute academic failure. Should they receive one failing grade or one D grade they will be placed on probation. Two terms in succession of probationary standing constitutes academic failure.

At any time when a student is failing a course, consistently receiving grades below C – , or in any way neglecting the obligations of a course, he may be placed on course warning.

A student who is failing in his studies generally may be dropped from college by the Administration Committee if in its judgment his failure is due to lack of application or to negligent attitude.

A student dropped for academic failure will not be readmitted except by special action of the Administration Committee. Readmission is a special privilege, not a right. The Committee will take favorable action only when it is satisfied that the factors which led to failure have been rectified and that the student has both ample motivation and capacity to earn his degree. Mere lapse of time is not sufficient basis for readmission. The burden of proof or motivation and capacity rests with the student. The student is encouraged to enroll at another accredited institution and to achieve a good record there. In some cases, military service or employment related to his interests may be considered as evidence.

Application for readmission is made to the Administration Committee through the Dean of Students. Any student readmitted will be on probation for the first term following his return and, if dropped a second time, will not be readmitted.

Auditing. With advance permission of the instructor a regularly enrolled student may attend other classes as an auditor. The instructor establishes the conditions under which the student may audit, but in no case can the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Dean of the College.

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students must pay per course a fee of $950 in the 1982–83 academic year.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as a non-degree candidates. They may take as many or few courses as desired and may decide whether or not they will receive grades. They pay full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Independent Scholar Program. The purpose of the program is for the students of demonstrated motivation and ability to define their individual educational goals and assume personal responsibility for attaining them independent of the College's normal major requirements. The program is administered by the Independent Scholar Committee.

Residence Halls

Middlebury is a residential college. Students must receive special permission from the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regulations. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from college or be subject to lesser disciplinary penalties for failure to respect residence halls regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto. The Dean of Students reserves the right to remove from a student's room

any item which constitutes a safety hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

Residence Halls are funished with single or double-deck beds, mattresses, desks, dresser and chairs. Bedding, pillows and other accessories are furnished by the occupants. The comprehensive fee includes heat and electricity, and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisers.

All students must eat in the College Dining Halls unless excused by the Dean of Students.

Freshman Week

Directly preceding the opening of the fall term, there is an orientation period for freshmen. The program includes Freshman Convocation, an informal assembly, registration, receptions and social gatherings, lectures by members of the college personnel, and placement tests.

Chapel Services

Regular services are conducted in Mead Chapel on Sunday and at other special occasions throughout the year. The Sunday Service is Christian in emphasis and ecumenical in design. The sermons are delivered by the College Chaplain, occasionally by other members of the Middlebury faculty, and by visiting clergy. The outstanding Middlebury College Choir presents a broad repertory of sacred music in the course of the year at the Chapel services.

Health Services

The College Comprehensive Fee provides for the use of the College Infirmary including the services of the College physician, two local physicians and a nurse-practitioner, who are assisted by a staff of registered nurses. The Infirmary is used for out-patient treatment as well as to provide bed care for minor illness. Porter Medical Center, in Middlebury, provides ready access to a well equipped facility and professional staff. Extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

Before matriculation every freshman must present a satisfactory health certificate signed by a physician. The College reserves the right to ask the withdrawal of any student for medical or psychiatric reasons. A student may be requested to have a thorough physical examination once a year or whenever considered necessary by the College physician. The nurse-practitioner or College physician authorizes all absences due to illness.

The College Counseling Services includes two full-time psychological counselors, who provide short-term therapy, crisis intervention, diagnosis and referral and a variety of mental health outreach programs. The College also employs a psychiatrist as a consultant who is on 24-hour call.

Extracurricular Program

The College offers students the opportunity to participate in a wide variety of extracurricular activities. There are 58 student-led organizations with approved constitutions on campus. Theatrical productions, films, sports events, lectures and weekend mountain trips are scheduled throughout the year.

Concert Series. Outstanding artists and dance companies are brought to the campus under the supervision of a faculty-student committee appointed for that purpose.

Many other special lectures are sponsored by the College, under special funds, or through various departments and organizations.

Radio Station. Students operate WRMC-FM radio station licensed by the FCC as a 100-watt stereo educational facility. Programming features music, sports, interviews and news.

Athletics

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), The National Collegiate Athletic Association (NCAA), the Association for Intercollegiate Athletics for Women (AIAW), The Eastern Association for Intercollegiate Athletics for Women (EAIAW), and the Northeast Intercollegiate Athletic Conference (NIAC). In 1970-1971 Middlebury joined with nine other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of: Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. The College maintains a healthy and active intercollegiate athletic program. It involves eleven men's sports including: football, cross-country, soccer, basketball, skiing, hockey, baseball, track, lacrosse, golf, and tennis. The women's intercollegiate program also involves eleven sports including track, tennis, swimming, field hockey, squash, basketball, cross-country, skiing, soccer, ice hockey and lacrosse. There is also a "B" squad/freshman athletic program in most intercollegiate sports. Middlebury, Norwich University, University of Vermont and St. Michael's College compete annually for the Vermont State Championship in most sports.

Intramural games are scheduled in basketball, track, golf, rifle, soccer, lacrosse, tennis, relays, badminton, touch football, volleyball, hockey, softball, and swimming. Skiing and hockey are special features of the winter calendar. Most of the extensive Intramural Program is co-ed.

A club sports program includes fencing, frisbee, martial arts, riding, scuba, and synchronized swimming open to men and women and separate men's and women's rugby and volleyball clubs.

Students take part in the Annual Winter Carnival which, in the years since its inception, has assumed an important role in the social and sports life of the College.

The College does not assume legal responsibility for the expense in caring for injuries sustained by athletes while training for or participating in athletic competition.

Organizations

Honorary organizations on the campus are: Phi Beta Kappa, Mortar Board, and Omicrom Delta Epsilon Honor Society in Economics.

There are also athletic, musical, dramatic, language, literary, religious and departmental student clubs.

Six fraternities are represented: Alpha Sigma Psi, Chi Psi, Delta Upsilon, Kappa Delta Rho, Sigma Epsilon, and Zeta Psi.

Motor Vehicles

All students, except those on disciplinary probation, are permitted to have or to operate a motor vehicle. All vehicles must be registered with the Campus Security office and parked in assigned lots.

Publications

Undergraduates of Middlebury College publish a newspaper, *The Middlebury Campus.* Students assume complete responsibility for the editorial content of the newspaper. Other publications are a yearbook, *The Kaleidoscope,* a literary and graphic arts publication, *Frontiers,* and a woman's literary magazine, *Artemis.*

Career Counseling & Placement

The Office of Career Counseling and Placement, located in Adirondack House, offers a wide range of services to all students. The Office is a central source of information on career planning, graduate studies, and employment opportunities. Counselors are available for personal counseling, assistance with clarification of goals, exploration of career options, development of effective resumes and letters, interviewing techniques, graduate or professional school and employment campaigns. During the academic year CC&P staff members, representatives from organizations, and alumni offer special workshops, seminars and presentations relating

to specific career interests and procedures. The Office also arranges campus interviews with representatives from graduate schools and prospective employers seeking applicants. The Career Resource Area contains a variety of materials on careers such as directories, annual reports, brochures, nationwide listings of permanent and summer opportunities as well as graduate or professional school information.

A Credentials Service is also offered to students and alumni of the undergraduate program, students enrolled in a degree program and degree recipients of the Language Schools, Bread Loaf School of English, and Sciences. A credentials file is a compilation of material supporting a candidate's application for admission to graduate or professional schools and employment. There is a charge of $2.00 for each copy of a credentials file requested except for enrolled undergraduate students who may utilize the service without charge until graduation.

Graduate Work

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology and Chemistry during the regular academic year. Inquiries about these programs should be addressed to the chairman of the department concerned. Graduate students may be enrolled only upon recommendation of the department concerned and approval by the Executive Committee of the Science Division in consultation with the Vice President for Academic Affairs. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Chemistry: All Chemistry courses numbered 400 or above. In order to serve the needs of graduate students in these departments, cognate courses in other department may, when appropriate, be raised to graduate level by inclusion of supplemental material.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.
2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.
3. The candidate must be a student in residence at Middlebury College for at least one academic year.
4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses.
5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.
6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.
7. All work to be credited toward the degree must be completed with a grade of B– or above.
8. Participation in laboratory teaching and preparation is a degree requirement.
9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $950 in 1982-83 and one can enroll in an optional sickness insurance program for an additional $61.

Bread Loaf. The Middlebury College Bread Loaf School of English is in session during the summer and offers only graduate courses leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree, or others who have at least a Baccalaureate degree to enroll for a summer as non-degree students in a Program of Graduate Continuing Education. Ad-

mission is on the basis of college transcripts and two letters of recommendation. Since the program of study is designed to meet individual needs, there is no set of requisites for admission. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, experience has shown that students who have mediocre college records or who have majored in other disciplines may, with teaching experience, have achieved a perspective that will assure them of distinguished records at Bread Loaf. In short, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer. Students are accepted for one summer only and are readmitted only after demonstrating that degree requirements can be successfully met.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six-week summer session at Lincoln College, Oxford University. The same criteria for admission pertain as at the School of English. Courses at Lincoln College may be transferred toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each winter, contains further information about application and registration. Inquiries should be addressed to the Administrative Assistant of the Bread Loaf School of English, Old Chapel, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is held at Bread Loaf during the twelve days following the School of English in the middle of August. This Conference offers lectures, discussions, workshops, and private consultations in fiction, non-fiction, and poetry, but does not lead to a degree. Full information is provided in the special bulletin, published each year in February. Inquiries should be addressed to the Secretary of the Writers' Conference.

The Language Schools. Graduate work leading to the Master of Arts Degree, Master of Modern Languages Degree, and the Doctor of Modern Languages Degree is offered by the Middlebury College Language Schools of French, German, Italian, Russian, and Spanish during the summer. In addition, courses for undergraduate and graduate credit provide intensive instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy. Students are placed in courses most appropriate to their linguistic proficiency at the time of registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools catalogue. Complete information will be mailed upon request to the Language Schools. All specific inquiries for admission to the Language Schools should be directed to Language Schools Admissions, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

The Schools Abroad. The Middlebury Schools in France, Germany, Italy, the Soviet Union, and Spain are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident Director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the schools abroad. All are expected to carry a full load of courses in the areas of language, humanities and social sciences. Students in the Doctor of Modern Languages programs may elect to fulfill the required period of residency abroad by taking courses for credit in one of the schools or by auditing classes in preparation for the general examinations, or engaging in a dissertation (or thesis) research.

(The program in Moscow is limited to one semester in length, but can be participated in either in fall or spring. Completion of the Master of Arts degree in Russian will normally require two summers of work following the program in Moscow. Students in the DML programs should consult with the Director of the Russian School concerning research possibilities in the Soviet Union.)

The Degrees of Master of Modern Languages and Doctor of Modern Languages. Besides the Master of Arts, the Foreign Language Schools also offer the advanced degrees of Master

of Modern Langauges (M.M.L.) and Doctor of Modern Languages (D.M.L.). A detailed statement of the requirements for these degrees will be sent on request by the Director of the Language Schools.

The Degree of Master of Modern Languages. The degree of Master of Modern Languages is a post-M.A. degree designed to answer the needs of teachers and other individuals who wish to achieve a high level of proficiency and teaching skill either in two foreign languages (French, German, Italian, Russian, Spanish) or in a foreign language and English. A detailed statement of the requirements for this degree will be sent on request by the Director of The Language Schools.

Middlebury College is accredited by the New England Association of Schools and Colleges, and the Vermont State Department of Education.

The New England Association of Schools and Colleges accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

Development Program

In 1954, Middlebury began a development program to seek the additional funds necessary to provide increased teaching resources, academic facilities and scholarship aid. These additional funds continue to be essential to sustain Middlebury's educational objectives.

Middlebury is making a special effort to increase endowment critical to the current and future health of the College. Gifts and bequests for scholarships and faculty support for undergraduate and graduate programs are particularly important. Gifts of $25,000 and above are needed to establish endowed undergraduate scholarships while gifts of $10,000 and above can establish graduate scholarships for the Language Schools and the Bread Loaf School of English.

An endowed professorship is one of the most rewarding contributions that can be made to the College. Necessary funds for such an endowment range from $750,000 to $1,000,000 for a professorship spanning the academic year of the undergraduate college. Contributions in the $100,000 to $150,000 range can establish professorships for the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)

The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in the Performing Arts (1974)
The William R. Kenan Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)
The Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
The C. V. Starr Professorship in Linguistics and Language (1979)
The Fiftieth Anniversary Chair in the Italian School (1981)

The administration welcomes the opportunity to discuss any of its plans with friends of the College. Forms for gifts and bequests for endowment, general, and specific purposes are given on the next page.

Forms for Gifts and Bequests

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of ..... for the uses and purposes of the said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of ..... to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of ..... to be known as the ..... Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers — 'earned income only to be used') for the purpose of .... If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, The Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

President and Fellows

President and Fellows of the Corporation

Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. — Middlebury, VT
President of the College

Charter Trustees

(Calendar year indicates first date of election)

Allan R. Dragone, '50, A.B., M.B.A. (1978) — New York, NY
Chairman of the Board and
President of the Corporation
President and and Chief Operating Officer, Celanese Corporation

Mary Williams Brackett, '36, A.B., M.A., Ph.D., (1969) — Norwalk, CT
Vice Chairman of the Board
Acting President, Norwalk Community College

Albert W. Coffrin, '41, A.B., LL.B. (1973) — Burlington, VT
Secretary of the Corporation
United States District Judge

Hilton A. Wick, A.B., LL.B. (1969) — Burlington, VT
President, Chittenden Corporation

Gladstone L. Chandler, Jr., '55, A.B., B.D. (1970) — New York, NY
Administrative Officer, The Riverside Church

John M. Kirk, '39, A.B. (1971) — Malden, MA
President-Owner, John M. Kirk Company

Debora Nye Eppler, '50, A.B., M.A. (1972) — Morris Township, NJ

Willard T. Jackson, '51, A.B., M.B.A. (1973) — New York, NY
Investment Counselor, Brundage, Story & Rose

Electra Bostwick McDowell, '55, A.B. (1974) — New York, NY

Julie Johnson Kidd, '67, A.B. (1976) — New York, NY
President, Christian A. Johnson Endeavor Foundation

William G. Craig, '37, A.B., M.A., Ed.D. (1976) — Monterey, CA
President, Monterey Institute of International Studies

C. Irving Meeker, '50, A.B., M.D. (1979) — Portland, ME
Clinical Professor of Obstetrics and Gynecology
Tufts University College of Medicine
Chairman, Department of Obstetrics and Gynecology
Maine Medical Center

Robert P. Youngman, '64, A.B. (1980) — New York, NY
President, Granite State Corporation

Term Trustees

	First Elected	*Term Expires*	
W. Kyle Prescott, '49, A.B. President-Owner, Prescott & Company Ltd.	1978	1983	Montreal, Quebec
Khalid Ali Alturki, B.A., M.A., M.B.A. Owner and Managing Director Trading and Development Company	1979	1987	Dhahran, Saudi Arabia

Jonathan O'Herron, A.B., M.B.A. General Partner, Lazard Freres & Co.	1980	1985	New York, NY
A. Rita Chandellier Glavin, '58, A.B., J.D. Attorney, Glavin and Glavin	1978	1983	Waterford, NY
Patricia Judah Palmer, '57, A.B.	1982	1987	Wellesley Hills, MA

Alumni Trustees

Jane Hyde Christopher, '51, A.B. Director of Alumnae Relations and Annual Giving Pine Manor College	1979	1983	Chestnut Hill, MA
Walter R. Mears, '56, A.B., Litt.D. Vice President The Associated Press	1980	1984	Washington, DC
Peter H. Zecher, '55, A.B. President-Owner, Precision Multiple Controls, Inc.	1981	1985	Ridgewood, NJ
J. Peter Duncan, '80, A.B. Teacher of Physics, Landon School	1981	1983	Bethesda, MD
Catherine R. Fallon '57, A.B. Consultant and Research Associate Education Development Center	1982	1986	Weston, MA
Elizabeth C. Gilwee '60, A.B.	1982	1986	Perrysburg, OH
Susan Kennedy, '81, A.B. Graduate Student	1982	1984	Goleta, CA

Trustees Emeriti

(Dates indicate election to Board of Trustees and effective date of emeritus status)

James I. Armstrong, Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)	South Berwick, ME
Paris Fletcher, '24, B.S., LL.B., Sc.D., LL.D., (1956, 1973)	Worcester, MA
Alexander Hamilton Fulton (1964, 1978)	New York, NY
Alice Guest Howson, '30, A.B., M.A., Litt.D., (1948, 1979)	Poughkeepsie, NY
Joseph P. Kasper, '20, B.S., LL.D. (1940, 1970)	Sarasota, FL
Arnold R. LaForce, '35, B.S., M.B.A., LL.D. (1961, 1980)	Gladstone, NJ
Frederick W. Lapham, Jr., '43, A.B. (1967, 1982)	Burlington, VT
L. Douglas Meredith, A.B., M.A., Ph.D., LL.D. (1960, 1975)	Burlington, VT
Raymond J. Saulnier, '29, B.S., M.A., Ph.D., LL.D. (1958, 1979)	New York, NY
Carleton H. Simmons, '28, B.S. (1938, 1972)	Sanibel Island, FL
William S. Youngman, A.B., J.D., LL.D. (1962, 1977)	Manchester, NH

Officers of the Corporation

Allan R. Dragone, '50, A.B., M.B.A. Vice Chairman of the Board President of the Corporation	New York, NY

Mary W. Brackett, '36, A.B., M.A., Ph.D. — Norwalk, CT
Vice Chairman of the Board

Albert W. Coffrin, '41, A.B., LL.B. — Burlington, VT
Secretary of the Corporation

Carroll Rikert, Jr., A.B., M.B.A., C.P.A. — Middlebury, VT
Treasurer of the Corporation

Academic Administration and Staff (1982-1983)

(Calendar year indicates first date of appointment; second date appointment to present position)

President

President	Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. (1975)
Executive Secretary to the President	Marles Railton (Mrs.) (1975)

Academic Program

Provost and Vice President for Academic Affairs	Nicholas R. Clifford, A.B., M.A., Ph.D. (1966, 1979)
Vice President for Foreign Languages	Edward C. Knox, A.B., Ph.D. (1969, 1982)
Dean of the College	Steven C. Rockefeller, A.B., B.D., Ph.D. (1970, 1981)
Dean of Arts & Humanities	Stephen Donadio, A.B., M.A., Ph.D. (1977, 1982)
Dean of Sciences	Robert L. Gleason, A.B., Ph.D. (1960, 1982)
Associate Dean of Sciences	Walter A. Moyer, Jr., B.S., Ph.D. (1951, 1981)
Secretary of the Faculty	Jean MacFadden A.B. (1977)
Director of Athletics	G. Thomas Lawson, B.S. (1969, 1977)
Director of Academic Computing	James A. Krupp, B.S., M.A., Ph.D. (1973)
Assistant Director of Academic Computing	Thomas Copeland, A.B., Ph.D. (1979)
Librarian	Ronald Rucker, A.B., M.A., M.L.S. (1976)
Associate Librarian	Hans Raum, A.B., M.L.S. (1975, 1977)
Reference Librarian/ Science Librarian	Susan W. Tucker, A.B., M.L.S. (1976, 1978)
Instruction Librarian	Carla Brightenback, A.B., M.L.S. (1980)
Special Collections Librarian and Abernethy Curator	Robert Buckeye, A.B., M.A., M.L.S. (1971)
Catalog Librarian	Stephen Slovasky, A.B., M.A., M.L.S. (1980)
Collection Department Librarian	Joanne Lopez, A.B., M.L.S. (1981)
Music Librarian	Jeffrey Rehbach A.B., M.A., M.L.S. (1981)
Technical Adviser to the Director of the Language Schools	James W. Dodge, A.B., M.A. (1971, 1974)
Technical Director of the Theater	J. Richard Forman, A.B. (1970, 1976)

Student Services

Dean of Students	Erica B. Wonnacott (Mrs.), A.B., M.A. (1968, 1970)

Associate Dean of Students	Karl L. Lindholm, A.B., M.A., Ph.D. (1976)
Assistant Dean of Students	Arlinda Ardister, A.B., M.A. (1980)
Chaplain	Reverend Charles P. Scott, A.B., B.D. (1951)
Director of Admissions	Fred F. Neuberger, A.B. (1955, 1964)
Associate Director of Admissions	Herbert F. Dalton, Jr., A.B., M.A., Ed.M. (1979)
Associate Director of Admissions	Jo Ann Lindholm, (Mrs.), A.B. (1977)
Associate Director of Admissions	Carolyn L. Perine (Mrs.), A.B. (1973)
Associate Director of Admissions	Bertram D. Phinney, A.B. (1973, 1974)
Special Assistant to Director of Admissions	Eleanor H. Collins (Mrs.) (1964)
Assistant Director of Admissions	Bettina S. Gluck, A.B. (1982)
Assistant Director of Admissions	Lynde S. Karin (Mrs.), A.B. (1979)
Assistant Director of Admissions	Tracey L. Thompson, A.B. (1980)
Director of Campus Security	Fred F. Spencer, Jr. (1969)
Director of Career Counseling and Placement	Stephen F. Johansson, A.B., M.Ed. (1981)
Associate Director of Career Counseling and Placement	Joan E. O'Connell, A.B., M.Ed. (1980)
Assistant Director of Career Counseling and Placement	Darlyn P. Martin (Mrs.) (1963, 1975)
Director of Counseling Services	Gary F. Margolis, A.B., Ph.D. (1972)
Psychological Counselor	Marianna McShane, A.B., M.A. (1982)
Director of Undergraduate Records	Lee W. Yorton (Mrs.) (1972, 1975)
Director of Financial Aid	Patricia M. Jamison (Mrs.) A.B., M.Ed. (1981)
Financial Aid Adviser	Kathleen O'Meara (1981)
College Physician	Frank O. Bruch, A.B., M.D., (1977)
Director of the George Parton Health Center	Susan Kalma, A.B., F.N.P., M.S.N. (1982)
Student Activities Director	Jacqueline S. Flickinger (Mrs.) (1967, 1973)
Student Employment Coordinator; International Student Adviser	Lorraine Fleck (Mrs.) A.B., M.A. (1979)

Development, Alumni Relations

Vice President for Development	Clarence W. Leeds, III, B.S. (1981)
Director of Development	David G. Rahr, A.B. (1982)
Director of Alumni Relations	Hugh W. Marlow, A.B. (1980)
Director of Planned Giving	Gordon C. Perine, A.B. (1951, 1978)
Director of Public Affairs	Ronald Nief, A.B. (1976, 1978)
Director of Annual Funds	Mona M. Wheatley, A.B., M.Ed. (1980)
Editor, News Services	Max P. Petersen, A.B. (1962)

Business Management

Treasurer	Carroll Rikert, Jr., A.B., M.B.A., C.P.A. (1952, 1964)
Associate Treasurer	David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1977)
Business Manager	James D. Ross, A.B., M.B.A. (1956, 1964)
Comptroller and Budget Director	John J. Palmeri, B.B.A., C.P.A. (1977)
Superintendent of Maintenance and Operations	Henry P. Clook (1965, 1976)
Personnel Director	Roger E. Cole, A.B., M.B.A. (1974)
Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Director of Data Processing	Norman D. Hadley, A.B. (1966, 1968)
Publications Coordinator	Patricia Searles, A.B. (1980)
Assistant Treasurer	Richmond G. Littlefield, B.S., M.B.A., C.P.A. (1967, 1976)
Manager of Golf Course, Snow Bowl	Howard R. Kelton (1969, 1979)
Manager of College Store	Carl Peabody, B.S. (1962, 1964)
Assistant Comptroller	Rhoda M. Rader (1979, 1982)
Director of Food Services	Gary M. Starr, B.S. (1977)
Book Department Manager, College Store	John C. Tulley (1970, 1975)
College Forester	Stephen W. Weber, B.A., M.S. (1978, 1980)
College Loan Officer	Barbara A. Wells, A.B., M.A. (1946, 1976)
Purchasing Agent, Director of Custodial Services and Central Services	George W. Whitney, Jr., A.B. (1973, 1975)
Director of Physical Plant	Jon C. Woodbury, B.S. (1978)

Athletic Program

Director of Athletics	G. Thomas Lawson, B.S. (1969)
Coach: Skiing, Cross-Country; Assistant Coach: Track	Terry L. Aldrich, B.S. (1975)
Coach: Field Hockey	Sue Butler, A.B. (1981)
Coach: Baseball, Hockey, Fall Golf	Wendell F. Forbes, A.B. (1962)
Assistant Coach: Cross-Country	James Goodwin, A.B. (1982)
Brown Pool Director	Joan T. Greiner (Mrs.), B.S., M.S. (1960)
Coach: Lacrosse; Assistant Coach: Football	James A. Grube, A.B. (1978)
Coach: Football, Tennis	Michael G. Heinecken, B.S., M.Ed. (1973)
Coach: Lacrosse	Carson Hopkinson, B.S. (1977)
Coach: Women's Ice Hockey	Walter Nelson (1981)
Coordinator of Women's Athletics; Physical Education Director: Director of Intramurals	Mary E. Lick, A.B., M.S. (1956)

Coach: Soccer, Women's Squash; Assistant Coach: Tennis	Ronald W. McEachen, B.S. (1974)
Coach: Women's Swimming	Donald McIntosh, B.S. (1980)
Physical Therapist	Susan E. Murphy (Mrs.), A.B. (1976)
Assistant Coach: Football, Lacrosse, Hockey	Robert D. Ritter, A.B. (1982)
Assistant Coach: Field Hockey	Patty Ross, A.B. (1982)
Coach: Women's Basketball	Laurie Rahnasto, A.B. (1982)
Coach: Basketball, Spring Golf; Women's Soccer	Russell L. Reilly, A.B., M.Ed. (1977)
Coach: Varsity Alpine Skiing (seasonal)	Michael Schoenfeld, A.B. (1981)
Assistant Coach: Women's Lacrosse, Women's Tennis	Gail Smith, A.B. (1977)
Coach: Track; Assistant Coach: Football	Robert L. Smith, A.B., M.A. (1979)
Coach: Women's Tennis	Edward Sommers, A.B. (1981)
Athletic Trainer	Richard W. Waterman (1956)

Language Schools, Bread Loaf

Vice President for Foreign Languages, Director of Language Schools	Edward C. Knox, Ph.D. (1982)
Director of the School of Arabic	Peter F. Abboud, Ph.D. (1982)
Director of the Bread Loaf School of English	Paul M. Cubeta, Ph.D. (1964)
Dean of the Bread Loaf School of English	John Elder, Ph.D. (1982)
Director of the Bread Loaf Writers' Conference	Robert Pack, M.A. (1972)
Administrative Director of the Bread Loaf Writers' Conference	Stanley P. Bates, Ph.D. (1978)
Director of the Chinese School	Ta-Tuan Ch'en, Ph.D. (1976)
Dean of the Chinese and Japanese Schools	Richard Davis, Ph.D. (1981)
Director of the French School	Jean Carduner, Ph.D. (1971)
Dean of the French School	Edward C. Knox, Ph.D. (1981)
Director of the School in France: Paris	Nancy M. O'Connor, Ph.D. (1981)
Director of the German School	Gerard Schneilin, Doctorat d'Etat (1971)
Dean of the German School	Thomas Huber, Ph.D. (1971)
Director of the School in Germany: Mainz	M. Kimberly Sparks, Ph.D. (1981)
Director of the Italian School	Clavio F. Ascari, D.Lett. (1978)
Dean of the Italian School	Ugo Skubikowski, Ph.D. (1981)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Director of the Japanese School	Seiichi Makino, Ph.D. (1977)

Director of the Spanish School	Randolph Pope, Ph.D. (1982)
Dean of the Spanish School	Roberto Véguez, Ph.D. (1980)
Director of the School in Spain: Madrid	Eduardo Camacho, Ph.D. (1972)
Director of the Russian School	David Bethea, Ph.D. (1981)
Dean of the Russian School	Thomas Beyer, Ph.D. (1981)
Director of the School in the Soviet Union: Moscow	Franklin A. Sciacca, M.A. (1982)

The Faculty (1982-83)

Olin C. Robison, A.B., Baylor; D.Phil. (Oxon)., Oxford; LL.D., Baylor; L.H.D., Monterey Institute
President, and Professor of Political Science (1975)

Nicholas R. Clifford, A.B., Princeton; M.A., Ph.D., Harvard
Provost (1981), Vice President for Academic Affairs (1979), Professor of History (1966)

Edward C. Knox, A.B., Wesleyan, Ph.D., Yale
Vice President for Foreign Languages; Director of Language Schools (1982); Jean Thomson Fulton Professor of French (1969)

Steven C. Rockefeller, A.B., Princeton; B.D., Union Theological Seminary; Ph.D., Columbia
Dean of the College (1981); Associate Professor of Religion (1971)

Stephen Donadio, A.B., Brandeis; M.A., The Sorbonne; Ph.D., Columbia
Dean of Arts and Humanities (1982); Professor of American Literature (1977)

Robert W. Gleason, A.B., Middlebury; Ph.D., Massachusetts Institute of Technology
Dean of Sciences (1982); Professor of Chemistry (1960)

Vito Acconci, A.B., Holy Cross College; M.F.A., University of Iowa
Christian A. Johnson Visiting Professor of Studio Art (winter term 1982-83)

Eve Adler, A.B., Queens College; M.A., Brandeis; Ph.D., Cornell
Associate Professor of Classics (1977), on leave 1982-83

Terry L. Aldrich, B.S., St. Lawrence
Assistant Professor of Physical Education (1975)

Glenn M. Andres, B.Arch., Cornell; M.F.A., Ph.D., Princeton
Associate Professor of Art (1970)

Alicia Andreu, A.B., Chapman; M.A., Wisconsin; Ph.D., Oregon
Assistant Professor of Spanish (1976)

David H. Andrews, A.B., Ohio Wesleyan; M.A., Ph.D., Cornell
Professor of Anthropology (1968)

Gabriel Asfar, A.B., Hamilton; M.A., Ph.D., Princeton
Visiting Assistant Professor of French (part-time) (fall term 1982-83)

David B. Audretsch, A.B., Drew; M.S., Ph.D., University of Wisconsin
Assistant Professor of Economics (1980)

Alexandra Baker, A.B., Hunter; M.A., Indiana
Lecturer in Russian (1972)

Dwight D. Baker, B.S., The Defiance College; M.A., Ph.D., Harvard
Assistant Professor of Biology (1979)

Lynne R. Baker, A.B., M.A., Ph.D., Vanderbilt
Associate Professor of Philosophy (1976)

Robert L. Baker, A.B., Colorado; M.A., Ph.D., Michigan
Professor of Russian (1967)

Brewster Baldwin, A.B., Williams; M.A., Ph.D., Columbia
Professor of Geology (1958)

Mireille Barbaud, Ph.D., University of Paris X
Assistant Professor of French (1979)

Simon Barenbaum, Ph.D., Brown
George Adams Ellis Professor of French (1970)

Stanley P. Bates, A.B., Dartmouth; A.B., M.A., Oxford; M.A., Ph.D., Harvard
Professor of Philosophy (1971); Administrative Director of the Bread Loaf Writers' Conference (1978)

Horace P. Beck, A.B., Ph.D., University of Pennsylvania
Professor of Folklore on Associate Status (1956)

Kim A. Bent, A.B., University of Vermont
Lecturer in Theatre (part-time) (1981)

Jean Berger, Ph.D., University of Heidelberg
Visiting Professor of Music (part-time) (fall term 1982-83)

John David Berninghausen, A.B., University of Minnesota; M.A., Ph.D., Stanford
Associate Professor of Chinese (1976)

John Anthony Bertolini, A.B., Manhattan; M.A., Ph.D., Columbia
Associate Professor of English (1975)

Thomas R. Beyer, Jr., B.S., Georgetown; M.A., Ph.D., University of Kansas
Associate Professor of Russian (1975)

Ronald R. Bielli, B.S., M.A., University of Vermont
Professor of Mathematics (1956)

David A. Bumbeck, B.F.A., Rhode Island School of Design; M.F.A., Syracuse
Professor of Art (1968)

Nathan Burbank, B.M., University of Vermont; M.M., Northwestern
Visiting Chapel Organist (fall and winter term 1982-83)

James P. Butler, Jr., B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Assistant Professor of Art (1981)

Kitty C. Calavita, A.B., M.A., Ph.D., University of Delaware
Assistant Professor of Sociology (1979)

Raymond Francis Carney, Jr., A.B., Harvard; Ph.D., Rutgers
Assistant Professor of English (1978)

William B. Catton, A.B., M.A., University of Maryland; Ph.D., Northwestern
Historian-in-Residence (1964)

L. Tarin Chaplin, A.A., Moorpark Jr. College; A.B., Pennsylvania State University; M.A., University of California, Los Angeles
Assistant Professor of Dance (1981)

Gregory Chiang Kuei-ke, A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

Robert R. Churchill, B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Assistant Professor of Geography (1978)

Michael Paul Claudon, A.B., University of California, Berkeley; Ph.D., Johns Hopkins
Professor of Economics (1970)

Dale Cockrell, B.M., M.M., Ph.D., University of Illinois
Assistant Professor of Music (1979)

Raymond A. Coish, B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Assistant Professor of Geology (1979)

David C. Colander, A.B., Columbia College; M.A., M.Phil., Ph.D., Columbia University
Christian A. Johnson Visiting Professor of Economics (1982)

George Conner
Visiting Scientist in Biology (fall term 1982-83)

Thomas Copeland, A.B., Hamilton; Ph.D., Brown
Assistant Director of Academic Computing with rank of Assistant Professor of Mathematics (1979)

Richard Cornwall, A.B., Princeton; Ph.D., University of California, Berkeley
Associate Professor of Economics (1977), on leave fall and winter terms 1982-83

Susan C. Cowart, A.B., M.A., University of Georgia
Instructor in Geography (1982)

John V. Craven, A.B., Bowdoin; M.A., University of Colorado; Ph.D., Syracuse
Professor of Economics (1956)

Paul M. Cubeta, A.B., Williams; Ph.D., Yale
College Professor of Humanities (1952); Director of the Bread Loaf School of English (1964), on leave fall and winter terms 1982-83

Karl David, A.B., University of Richmond; M.A., Ph.D., University of Massachusetts
Visiting Assistant Professor of Mathematics (1980)

Eric L. Davis, A.B., Brown; M.A., Ph.D., Stanford
Assistant Professor of Political Science (1980)

Richard L. Davis, A.B., M.A., Buffalo; Ph.D., Princeton
Visiting Assistant Professor of History (1981)

Georgette Demes, B.S., Westchester State College; M.A., University of Pittsburgh
Visiting Instructor in Russian (1982)

H. G. Diem
Visiting Scientist in Biology (August and September 1982-83)

Richard H. Dollase, A.B., Brown; M.A.T., C.A.S., Wesleyan; D.Ed., Boston University
Director of Teacher Education with rank of Associate Professor (1982)

Emmie Donadio, A.B., Western Reserve University; M.A., M.Phil., Columbia
Lecturer in Art (part-time) (spring term 1982-83)

Murray P. Dry, A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968)

John Clark Elder, A.B., Pomona; Ph.D., Yale
Associate Professor of English (1973)

John David Emerson, A.B., University of Rochester; M.S., Ph.D., Cornell
Associate Professor of Mathematics (1973), on leave 1982-83

Leopold Ettlinger, Ph.D., Martin Luther Universität
Christian A. Johnson Visiting Professor of Art (fall term 1982-83)

Albert H. Ewell, Jr., A.B., Haverford; Ph.D., New York University
Professor of Psychology (1952)

Emory M. Fanning, B.M., Oberlin; M.M., Illinois; Mus.A.D., Boston University
Professor of Music (1967), on leave fall and winter terms 1982-83

Robert L. Ferm, A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale
Professor of Religion (1964-65, 1969)

Juergen Fleck, Eberhard-Karls University; M.A., SUNY at Stony Brook
Instructor in Economics (1979)

Wendell F. Forbes, A.B., Middlebury
Associate Professor of Physical Education (1962)

Douglas Frame, A.B., Ph.D., Harvard
Visiting Associate Professor of Classics (1982)

David S. George, A.B., M.A., University of Minnesota
Assistant Professor of Spanish (1978)

Mary Glaser, A.B., Smith; M.A., Dartmouth
Visiting Instructor in Mathematics (1982)

William E. Glassley, A.B., University of California, San Diego; M.S., Ph.D., University of Washington
Assistant Professor of Geology (1976)

Peter Goreau, B.Sc., Bristol University; Dr. Sc., Massachusetts Institute of Technology
Assistant Professor of Geology (1980)

Robert K. Gould, B.S., University of Maine; M.S., Ph.D., Brown
Professor of Physics (1968)

Joan Towne Greiner, B.S., Skidmore; M.S., Smith
Professor of Physical Education (1960)

James C. Griesheimer, B.M., B.S., Ohio State University; M.M., Arizona State University
Instructor in Music (1976)

James A. Grube, A.B., Lebanon Valley College
Assistant Professor of Physical Education (1978)

Rudolf K. Haerle, Jr., A.B., Dartmouth; M.A., Ph.D., University of Chicago
William R. Kenan, Jr., Professor of Sociology (1962-66, 1967)

Jody Hall, A.B., Boston University; M.Ed., Lesley
Lecturer in Teacher Education (1980)

Grant H. Harnest, A.B., Knox; Ph.D., University of Virginia
Professor of Chemistry (part-time) (1943)

William Harris, A.B., Ph.D., Harvard
Professor of Classics (1956)

Ursula Margarete Heibges, A.B., Catholic University of America; M.A., Columbia; Ph.D., Bryn Mawr
Associate Professor of Classics (1961)

Michael George Heinecken, B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Jeannine Heny, A.B., M.A., University of Massachusetts, Amherst; Ph.D., University of Pennsylvania
Assistant Professor of Linguistics (1982)

Robert Webber Hill, Jr., A.B., M.A., Ph.D., Harvard
Professor of English (1966)

Carson L. Hopkinson, B.S., Springfield College
Assistant Professor of Physical Education (1977)

Thomas Huber, M.A., University of Vermont; M.A., Ph.D., Princeton
Professor of German (1966)

John Michael Hunisak, A.B., Williams; M.A., Ph.D., New York University
Associate Professor of Art (1970), on leave fall term 1982-83

J. Rowland Illick, A.B., Syracuse; Ph.D., Harvard
Professor of Geography (1946)

Travis B. Jacobs, A.B., Princeton; M.A., Ph.D., Columbia
Professor of History (1965)

Joanne Jacobson, A.B., University of Illinois, Urbana; M.A., Iowa
Visiting Instructor in American Literature (1981)

Constance N. Kenna, A.B., Elmira; M.A., Yale
Lecturer in German (part-time) (1978)

Steven D. Kepnes, A.B., Hobart; M.A., University of Chicago
Visiting Instructor in Religion (1981)

Huguette Knox, M.A., University of Aix-en-Provence
Lecturer in French (part-time) (spring term 1982-83)

Michael Kraus, A.B., University of Colorado; M.A., Princeton
Instructor in Political Science (1980), on leave 1982-83

James A. Krupp, B.S., M.A., Ph.D., University of Washington
Director of Academic Computing with rank of Associate Professor (1973)

Marjorie E. Lamberti, A.B., Smith; M.A., Ph.D., Yale
Professor of History (1964)

H. C. Robbins Landon, B.M., Boston University
Christian A. Johnson Visiting Professor of Music (1980)

C. Randall Landgren, A.B., Albion College; M.A., Ph.D., Harvard
Associate Professor of Biology (1977)

Michael Lanza, A.B., McNeese State University; M.A., University of Chicago
Visiting Instructor in History (1982)

Michele R. LaRusch, A.B., California State University, Northridge; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Philosophy (1979)

G. Thomas Lawson, B.S., Springfield College
Professor of Physical Education (1969); Director of Athletics (1977)

Sydney Lea
Visiting Lecturer in English (part-time) (1980)

Russell J. Leng, A.B., Middlebury; Ph.D., American University
Professor of Political Science (1966)

Mary E. Lick, A.B., Lake Erie; M.S., Smith
Professor of Physical Education (1956); Director of Physical Education (1974)

Theodore B. Lindeman, A.B., Colorado College; M.A., Ph.D., Cornell
Visiting Assistant Professor of Chemistry (1982)

Karl Lindholm, A.B., Middlebury; M.A., Ph.D., Case Western Reserve
Assistant Professor of American Literature (part-time) (1981)

David J. Littlefield, A.B., Spring Hill; M.A., Ph.D., Yale
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953-56, 1959)

Donald S. Lopez, Jr., A.B., M.A., Ph.D., University of Virginia
Assistant Professor of Religion (1980)

David A.J. Macey, A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia
Assistant Professor of History (1978)

Veronica Makowsky, A.B., Connecticut College; M.A., Ph.D., Princeton
Assistant Professor of American Literature (1981)

Gary Margolis, A.B., Middlebury; Ph.D., SUNY at Buffalo
Assistant Professor of English (part-time) (1972)

Edward Alexander Martin, A.B., Princeton; M.A., Ph.D., Columbia
Professor of English (1961)

Robert P. Martin, B.S., M.S., Central Connecticut State; M.A., Ph.D., University of Maryland
Associate Professor of Mathematics (1976)

Mark McCaffrey, A.B., M.A., Marquette University
Visiting Instructor in Spanish (1982)

John M. McCardell, Jr., A.B., Washington and Lee; Ph.D., Harvard
Associate Professor of History (1976)

Duncan J. McDonald, B.S., McGill; M.A., Harvard
Professor of Biology (1967)

Ronald W. McEachen, B.S., West Virginia University
Assistant Professor of Physical Education (1974)

James P. McGough, A.B., University of Washington; M.A., Ph.D., Michigan State
Assistant Professor of Anthropology (1976)

John P. McWilliams, Jr., A.B., Princeton; M.A., Ph.D., Harvard
Professor of American Literature (1977), on leave 1982-83

Jane A. Miller, A.B., Macalester College; M.A., Ph.D., University of Michigan
Assistant Professor of Russian (1978)

Hiroshi Miyaji, A.B., Kyoto University; M.A., Ph.D., Stanford
Professor of Oriental Languages and Culture (1980), on leave 1982-83

Walter A. Moyer, Jr., B.S., Philadelphia College of Pharmacy; Ph.D., University of Delaware
Professor of Chemistry (1951-71), Associate Dean of Sciences (1981)

A. David Napier, B.Phil., University of Louvain; M.Litt., D.Phil., Oxford
Visiting Assistant Professor of Art (1981)

Elizabeth Napier, A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Visiting Assistant Professor of English (1978)

Eric G. Nelson, A.B., University of Illinois; M.A., M.F.A., University of Iowa
Assistant Professor of Art (1978)

Margaret K. Nelson, A.B., Swarthmore; Ph.D., Columbia
Assistant Professor of Sociology (1975)

Paul E. Nelson, A.B., Augustana; M.A., Ph.D., University of Chicago
Professor of Political Science (1963)

Fred F. Neuberger, A.B., Middlebury
Director of Admissions (1955)

Victor L. Nuovo, A.B., Hope; B.D., New Brunswick Theological Seminary; Ph.D., Columbia
Professor of Philosophy (1962)

Jane Margaret O'Brien, A.B., Vassar; Ph.D., University of Delaware
Assistant Professor of Chemistry (1980)

Nancy M. O'Connor, A.B., Swarthmore; Ph.D., Cornell
Associate Professor of French (1977); Director of the School in France, Paris (1981)

Judith Olinick, A.B., University of Michigan; Ph.D., University of Wisconsin
Lecturer in Russian (part-time) (1978)

Michael Olinick, A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970)

Andrea Olsen, A.B., Millikan University; M.F.A., University of Utah
Visiting Assistant Professor of Dance (1982)

Bob Osborne, B.S., University of Tennessee; Ph.D., McMaster University
Assistant Professor of Psychology (1979)

Robert Pack, A.B., Dartmouth; M.A., Columbia
Julian W. Abernethy Professor of American Literature (1964); Director of the Bread Loaf Writers' Conference (1972)

Jay Parini
Assistant Professor of English (1982)

Edward S. Perry, A.B., Baylor; M.A., Ph.D., University of Iowa
Professor of Theatre (1978)

Bruce B. Peterson, A.B., Middlebury; Ph.D., Syracuse
Charles A. Dana Professor of Mathematics (1962), on leave winter and spring terms 1982-83

Edwin L. Pool, B.S., Ph.D., Iowa State
Professor of Chemistry (1954)

Chandler A. Potter, A.B., Amherst, M.F.A., Yale
Professor of Drama (1956)

David Price, A.B., Amherst; M.A., Ph.D., Princeton
Associate Professor of English (1970)

Henry B. Prickitt, A.B., Amherst; Ph.D., Harvard
Henry Norman Hudson Professor of English (1948), on leave fall term 1982-83

Martine Prieto, M.A., The Sorbonne
Instructor in French (1977)

René Prieto, M.A., The Sorbonne; Ph.D., Stanford
Assistant Professor of Spanish (1977), on leave 1982-83

Robert Prigo, A.B., M.A., Ph.D., University of California, Santa Barbara
Assistant Professor of Physics (1980)

David Langdon Prouty, A.B., Colgate; Ph.D., Tulane
Professor of Psychology (1959)

Russell L. Reilly, A.B., Bates; M.Ed., Boston University
Assistant Professor of Physical Education (1977)

I. David Reingold, A.B., Dartmouth; Ph.D., University of Oregon
Assistant Professor of Chemistry (1979)

Marc Riess, A.B., SUNY at Stony Brook; M.A., Ph.D., University of Florida
Assistant Professor of Psychology (1978)

Carol Rifelj, A.B., M.A., Ph.D., University of Wisconsin
Associate Professor of French (1972)

Robert D. Ritter, A.B., Middlebury
Instructor in Physical Education (1982)

H. C. Robbins-Landon
Christian A. Johnson Visiting Professor of Music (1980)

E. Kirk Roberts, A.B., Earlham; Ph.D., Harvard
Professor of Chemistry on Associate Status (1952), on leave fall term 1982-83

Dori S. Rockefeller, A.B., High Point College; M. Div., Union Theological Seminary; M.A., Columbia
Lecturer in Teacher Education (part-time) (spring term 1982-83) (1978)

Thomas M. Root, B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Assistant Professor of Biology (1979)

David A. Rosenberg, B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell
Associate Professor of Political Science (1972)

Ronald E. Rucker, A.B., Pomona; M.A., Harvard; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976)

William Rued, A.B., California State College, Sonoma; M.A., California State University, Los Angeles; Ph.D., Princeton
Visiting Assistant Professor of Philosophy (1980)

M. Anne Sa'adah, A.B., Harvard
Visiting Instructor in Political Science (1981)

Arthur Sainer, A.B., Washington Square College, New York University; M.A., Columbia
Visiting Associate Professor of Theatre (1981)

George B. Saul, II, A.B., M.A., Ph.D., University of Pennsylvania
Charles A. Dana Professor of Biology (1967)

Charles R. Schnitzlein, A.B., St. Lawrence; M.S., University of Wisconson
Visiting Instructor in Economics (fall term 1982-83)

Claire E. Schub, A.B., M.A., Princeton
Assistant Professor of French (1981)

Franklin A. Sciacca, A.B., M.A., Columbia
Visiting Instructor in Russian (1981), Director of the School in the Soviet Union, Moscow (1982)

Charles P. Scott, A.B., Ohio State; B.D., Princeton Theological Seminary
Chaplain and Professor of Religion (1951)

Ugo Skubikowski, A.B., George Washington; M.A., University of Colorado; Ph.D., Indiana
Assistant Professor of Italian (1981); Dean of the Italian School (1981)

David K. Smith, A.B., Middlebury; Ph.D., Harvard
Alumni Professor of Economics (1950)

Robert L. Smith, A.B., University of Delaware; M.A., University of Maine, Orono
Instructor in Physical Education (1979)

Paul M. Sommers, A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Associate Professor of Economics (1976)

M. Kimberly Sparks, A.B., Ph.D., Princeton
Charles A. Dana Professor of German (1966); Director of the School in West Germany, Mainz (1981)

John Spencer, A.B., Princeton; M.A., Ph.D., Columbia; Litt.D., Atlanta University
Associate Professor of History (1974)

Douglas C. Sprigg, A.B., M.A., Ph.D., University of Michigan
Associate Professor of Theatre (1975)

Bart Teush
Visiting Assistant Professor of English (1982)

Elias J. Theodoracopoulos, A.B., M.A., M.Phil., Columbia
Visiting Instructor in Classics (1982)

Betsy K. Thurber, A.B., University of Vermont
Lecturer in Teacher Education (part-time) (1972)

Pardon E. Tillinghast, A.B., Brown; Ph.D., Harvard
Charles A. Dana Professor of History (1947)

George B. Todd, A.B., Amherst; M.B.A., Stanford; M.F.A., Princeton
Professor of Music (1965)

Van Horn Vail, A.B., University of Washington; M.A., Ph.D., Princeton
Professor of German (1966)

Roberto A. Véguez, B.S., Columbia; M.A., Ph.D., University of Wisconsin
Associate Professor of Spanish (1972)

James D. Wallace, A.B., Earlham; M.A., Bread Loaf School of English, M.Phil., Columbia
Visiting Instructor in American Literature (1982)

Jing Wang, A.B., National Taiwan University; M.A., University of Michigan
Instructor in Chinese (1982)

Christopher D. Watters, B.S., Notre Dame; M.A., Ph.D., Princeton
Irene Heinz and John LaPorte Given Professor of Pre-Medical Sciences (1968)

C. Andrew Weeks, A.B., M.A., Ph.D., University of Illinois, Urbana
Visiting Assistant Professor of German (1981)

John Wilders, M.A., Ph.D., Cambridge University
John Hamilton Fulton Professor of Humanities (spring and fall terms 1984)

Christopher Wilson, A.B., Illinois Wesleyan; M.A.R., Yale Divinity; M.A., Yale; M.Phil., Yale
Instructor in Art (1979)

P. Frank Winkler, Jr., B.S., California Institute of Technology; M.A., Ph.D., Harvard
Professor of Physics (1969)

Richard L. T. Wolfson, A.B., Swarthmore; M.S., University of Michigan; Ph.D., Dartmouth
Associate Professor of Physics (1976)

Erica B. Wonnacott, A.B., Drew; M.A., Columbia
Dean of Students (1970)

Howard Eugene Woodin, B.S., M.S., Union; Ph.D., Purdue
Professor of Biology (1953)

Oran Young, A.B., Harvard; Ph.D., Yale
Adjunct Professor of Political Science (1981)

Steven B. Young, A.B., Middlebury; M.S., University of Alaska; Ph.D., Harvard
Adjunct Professor of Biology (1977)

Thomas R. Yuster, B.S., Stanford; M.S., University of Wisconsin
Assistant Professor of Mathematics (1979)

Patricia Zupan, A.B., Duquesne University; M.A., Indiana University
Instructor in Italian (1982)

Assistants in Instruction

Anne-Marie Bretton
Assistant in French (part-time); Directress of the Château (1981)

Harry T. L. Ernevad, Gotesborg Tekniska Inst., Gotesborg Universitet
Assistant in Chemistry (1977)

Annie Hartmann, A.B.
Assistant in Northern Studies (1982)

Helke Voss
Assistant in German (1982)

H. Peter Wimmer, A.B., M.S., Lehigh; Ph.D., University of Vermont
Assistant in Biology (1972)

Emeriti

John Thayer Andrews, A.B., M.A.
Professor Emeritus of Philosophy (1936); Emeritus, 1971

James Isbell Armstrong, A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus, and Professor Emeritus of Classics (1963); Emeritus, 1975

Donald Henry Ballou, A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus, 1973

Douglas Stow Beers, Ph.D.
Hudson Professor Emeritus of English (1925); Emeritus, 1963

Leslie Cole Bigelow, A.B., Ph.D.
Professor Emeritus of Philosophy (1952); Emeritus, 1978

Lea Zoe Binand, Brevet Superieur
Assistant Professor Emerita of French (1929); Emerita, 1956

Claude L. Bourcier, Agrege de L'Universite
Alumni Professor Emeritus of French (1937); Emeritus, 1975

John Gerald Bowker, Ed.M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953); Emeritus, 1967

Walter Brooker, A.B., Ed.D.
Vice President Emeritus (1956); Emeritus, 1982

Philip W. Carruth, A.B., M.A., Ph.D.
Professor Emeritus of Mathematics (1966); Emeritus, 1976

Pierina B. Castiglione, M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita, 1975

Salvatore J. Castiglione, A.B., Ph.D.
Jean Thomson Fulton Professor Emeritus of Italian (1966); Emeritus, 1975

John H. Clagett, B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus, 1978

Reginald L. Cook, A.B., M.A., Litt.D.
Charles A. Dana Professor Emeritus of American Literature (1929); Emeritus, 1977

Stephen Albert Freeman, Ph.D., LL.D., L.H.D., Litt.D.
Professor Emeritus of French (1925); Vice President Emeritus (1943); Director Emeritus of the Language Schools (1946); Emeritus, 1963

Grant H. Harnest, A.B., Knox; Ph.D., University of Virginia
Irene Heinz and John LaPorte Given Professor Emeritus in Pre-Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus, 1982

Harold Bradford Hitchcock, A.B., Ph.D.
Mead Professor Emeritus of Biology (1943); Emeritus, 1968

Charles Leonard Hoag, A.B., M.A., Ph.D.
Alumni Professor Emeritus of Political Science (1947); Emeritus, 1972

Marion E. Holmes, A.B.
Secretary Emerita of the Faculty (1937); Emerita, 1977

Elizabeth B. Kelly, A.B.
Dean Emerita of Women (1946); Emerita, 1970

Howard McCoy Munford, B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus, 1977

Walter J. Nelson, B.S.
Professor Emeritus of Physical Education (1932-36, 1946); Emeritus, 1972

Werner Neuse, Ph.D., Litt.D.
Professor Emeritus of German (1932); Emeritus, 1966

Berthe O. Normano
Lecturer Emerita in Russian (1960); Emerita, 1966

J. Wilber Smith
Assistant Treasurer Emeritus (1926); Emeritus, 1972

Erie T. Volkert, A.B., M.A.
Professor Emeritus of Drama (1941); Emeritus, 1976

Benjamin Franklin Wissler, B.S., M.A., D.SC.
Alumni Professor Emeritus of Physics (1930); Emeritus, 1970

Klaus Heinrich Wolff, A.B., Wabash; Ph.D., University of Chicago
Professor Emeritus of Economics (1956); Emeritus, 1981

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Programs and courses in this catalogue are subject to change without notice.

College Calendar, 1982-83

1982 (Official)		1983 (Proposed)
Sept. 1	Freshman Week begins	Sept. 7
Sept. 5	Sunday, Convocation (11 a.m.)	Sept. 11
Sept. 6	Monday, Fall Term Classes begin (8:15 a.m.)	Sept. 12
Oct. 1–3	Freshman Parents' Weekend	Sept. 30–Oct. 2
Oct. 15–17	Homecoming	Oct. 7–9
Oct. 11–12	Mid-Term Recess	Oct. 17–18
Oct. 22–24	Upperclasses Parents' Weekend	Oct. 28–30
Nov. 11	College Meeting Night	Nov. 10
Nov. 23	Thanksgiving Recess begins (5 p.m.)	Nov. 22
Nov. 29	Classes resume (8:15 a.m.)	Nov. 28
Dec. 4	Fall Term Classes end (12:15 p.m.)	Dec. 10
Dec. 6	Examination Period begins	Dec. 12
Dec. 7	Final Examinations begin	Dec. 13
Dec. 14	Final Examinations end, Christmas recess begins	Dec. 20

1983 (Official)		1984 (Proposed)
Jan. 3	Winter Term begins (8:15 a.m.)	Jan. 9
Jan. 14–16	Black Cultural Weekend	Jan. 27–29
Jan. 21–23	Alumni Winter Weekend	Jan. 20–22
Jan. 28	Winter Term ends (12:15 p.m.), Winter Recess begins	Feb. 3
Feb. 7	Spring Term Classes begin (8:15 a.m.)	Feb. 13
Feb. 24	Winter Carnival Recess begins (4 p.m.)	Feb. 23
Feb. 28	Classes resume (8:15 a.m.)	Feb. 27
March 26	Spring Recess begins (12:15 p.m.)	March 31
April 4	Classes resume (8:15 a.m.)	April 9
April 21	College Meeting Night	April 19
May 7	Spring Term Classes end (12:15 p.m.)	May 12
May 9	Examination Period begins	May 14
May 10	Final Examinations begin	May 15
May 17	Final Examinations end	May 22
May 21	Baccalaureate	May 26
May 22	Commencement	May 27
May 27–29	Spring Reunions	June 1–3
June 17–Aug. 20	Language Schools	June 15–Aug. 11
June 29–Aug. 14	Bread Loaf School of English	June 27–Aug. 12
Aug. 16–28	Bread Loaf Writers' Conference	Aug. 14–26

DIRECTIONS FOR CORRESPONDENCE

College Telephone Number: (802) 388-3711, with the following extension numbers

For information about:

Admissions	Director of Admissions, Emma Willard House	2153
Alumni Affairs	Director of Alumni Relations, Forest Hall	2181
Athletics	Director of Athletics, Memorial Field House	2250
Business Matters	Associate Treasurer, Service Building	2469
Career Counseling and Placement	Director of Career Counseling and Placement, Adirondack House	2100
General Information	Student Activities Director	2338
Gifts and Bequests	Director of Development, Forest Hall	2181
Educational Program	Dean of the College, Old Chapel	2393
Financial Aid	Director of Financial Aid, Emma Willard House	2158
Health of Student	Medical Director, George F. Parton, Jr. Infirmary	2135
Language Schools Abroad	Director of Language Schools, Sunderland Language Center	2504
Payment of Bills	Comptroller, Old Chapel	2353
Section 504 of the Rehabilitation Act of 1973	Dean of the College, Old Chapel	2393
Language Schools:		
Bread Loaf School of English, Old Chapel		2418
Bread Loaf Writers' Conference, Munroe Hall		2286
Foreign Language Schools, Sunderland Language Center		2504
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A.B. Alumni Old Chapel		2326
Language School and Bread Loaf Alumni, Sunderland Language Center		388-7879

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